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ABSTRACT

Design implementation and classroom instruction of the Alberta, Canada, social studies curriculum master plan are assessed in this report. The objective of the study was to synthesize findings of investigative activities into a set of general conclusions from which recommendations could be developed. It was concluded that internal inconsistencies of the plan plus a lack of teacher awareness of its subtle intents have rendered it less useful than it ought to be. The following reasons are given for this weak translation of the Master Plan into programs: lack of time for program development, lack of resources, insufficient consultative services, and teacher incompetence in program development. To counteract these difficulties, nine recommendations are offered, including creation of an ad hoc task force to reassess and revise the master plan, revision of the documents of the master plan by the Department of Education, and encouragement of teachers to achieve a broader social studies repertoire and a better balance of classroom activities. The final judgment was that the social studies plan is commendable and highly acceptable in its major orientations and should be continued, with certain refinements. Five appendices discuss the background of the study; critique the master plan; provide the survey of teachers, students, and parents; assess the instructional programs; and present observations of site visits. Tables, charts, and questionnaires are included in the document. (Author/DB)

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THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

SO 009 445

Submitted to:

The Department of Education
The Government of Alberta

Prepared by:

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Edmonton, Alberta

THE SOCIAL STUDIES IN ALBERTA --1975

A REPORT OF AN ASSESSMENT

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A REPORT OF AN ASSESSMENT

FOREWORD

In January, 1974, we submitted to the Department of Education a report entitled Social Studies in Alberta: Prospects for Evaluation, which was both a report of a preliminary study and a plan for a follow-up, in-depth evaluation of the status of the "new" Social Studies program in Alberta.

That plan, along with some guidelines provided by the Department of Education Social Studies Evaluation Committee, became the terms of reference of the inquiry reported in this document.

The terms of reference mandated that the study be: (1) descriptive -- to describe the nature of operating programs; (2) comparative -- to verify the congruence or lack thereof between the intended curriculum and the real; (3) normative -- to determine the appropriateness of the program in terms of the Goals of Basic Education; (4) exploratory -- to determine the factors related to successes and failures; and (5) interpretive -- to generate recommendations as to how the program might achieve optimal success. We have attempted to follow this mandate.

To provide for ease of reading and/or selective reading, the report is presented as a Summary Report and five Appendices covering our major activities.

The report is presented to the Department of Education in the hope that it may assist in determining future policies and actions.

L. W. DOWNEY
August, 1975

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

ACKNOWLEDGEMENTS

This evaluation study was planned and conducted in the mode of a "research mission". That is to say, the research was divided into a series of sub-projects, each of which was staffed by a group of researchers and appropriate support personnel. Hence, a large number of agencies and a larger number of individuals contributed to this study in various ways.

1. The study was planned and coordinated by a small group who came to be known as the Directorate. Members of that group participated in various phases of the study and assumed final responsibility for the Summary Report -- including the recommendations. Members of the Directorate were:

T. Aoki
H. Baker
L. Downey
D. Massey

2. The two essay reviews (Appendix B.1 and 2), critiques of the documents in which the Master Plan of the program is articulated, were prepared by:

C. Chamberlin & T. Aoki & W. Werner

3. The statistical analyses of the questionnaire survey data and the report of that phase of the study (Appendix C) were completed by:

R. Jackson and B. Downey

4. The document analyses were conducted by a large number of research assistants (named in Appendix D) and reported by:

T. Aoki and D. Massey

5. Site vists were conducted by four teams (named in Appendix E). Their reports were "put together" by:

H.S. Baker

6. The distribution of questionnaires to the random samples of teachers, students and parents was undertaken by the Social Studies Specialist Council of the Alberta Teachers' Association.

7. Local school authorities that participated in the site visit phase of the study were:

Calgary Public School Board
County of Lac Ste. Anne
County of Ponoka
County of Red Deer
Edmonton Public School Board
Edmonton Separate School Board
Foothills School Division
Medicine Hat Public School District
Medicine Hat Separate School District

8. Senior Research Associates, involved in the total project, were:

B. Connors
B. Downey
R. Jackson
W. Werner
D. Wilson
I. Wright

9. Individual scholars who served as consultants to various aspects of the project included:

W. Badger
C. Chamberlin
F. Crowther
G. Deleeuw
P. Holt
D. Ledgerwood
E. Moore
E. Olstad
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H. Sherk
H. Skolrood
H. Toews
G. Torgunrud
R. Wray

10. The Social Studies Evaluation Committee of the Department of Education provided guidance throughout the project.

To all of the above individuals and agencies (and any whom we may have inadvertently failed to mention), we express appreciation.

T. Aoki
H. Baker
L. Downey
D. Massey

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

A SUMMARY REPORT

Our study of the new Social Studies program in Alberta involved five major activities: (1) a review of the background of the new program and the development of a conceptual system to guide us in its assessment; (2) critiques of the Master Plan of the new program -- the publications of the Department of Education which set forth the philosophy, the orientation, the content and the strategies of the new program; (3) a questionnaire survey of teachers, students, and parents -- to provide attitudinal and descriptive information; (4) an analysis of a sample of locally-developed programs; and (5) a series of interviews, observations and site visits.

The specific, detailed findings of those five activities are presented in Appendices A to E, respectively.

Our object here,. in this summary report, is to present the outcomes of the total project. To do this, we synthesize the findings of all five activities into a set of general conclusions and judgments. From these we proceed to develop our recommendations.

But first, let us examine the questions to which we sought answers.

I. THE QUESTIONS

The conceptual system (see Appendix A) which was initially developed to give guidance to this inquiry, generated several orders of questions: questions about the three domains of the assessment -- instruction, implementation, and formative evaluation; questions about the processes of initiating the new Social Studies -- how the Master Plan was developed, how it was translated into programs, and how it was made operational in the classroom; and questions about the products or outcomes -- how appropriate the Master Plan was and how effective in spawning programs, how appropriate and effective locally-developed programs were (are), and how desirable the final outcomes proved to be in terms of student learning.

Because of limited resources, however, it was decided that not all issues could be given the same in-depth treatment. Instead, priority was given to the instructional domain rather than the implementation and formative evaluation domains, and to products rather than to processes.

Hence, our major questions became:

1. How appropriate and effective was the original Master Plan -- particularly the Plan for Instruction?
    (a) Does it embody a philosophy appropriate to the expressed goals of general education in Alberta? Are its basic orientations sound?
    (b) Is it consistent both internally and with current knowledge or theories of learners and learning? Of teachers and teaching? Of innovation and change?
    (c) Has the plan been effectively communicated to the field? Is it understood by teachers? Is it accepted by teachers? Does it serve to guide them properly in program development?

2. How appropriate and effective were (are) the programs that have been developed at the local level?
    (a) Do they reflect the philosophy and the orientations of the Master Plan? If not, why not?
    (b) How and by whom are such plans developed? Do they incorporate student, parent and community interests, as intended?

(c) Is the process of program development given appropriate time, resources, and support services?

(d) Are formative evaluation techniques incorporated into the process of development?

(e) Are programs of equal quality from region to region?

3. How effective and appropriate is the typical school/classroom situation?

(a) What is the current status of installation of the new program? To what extent does the typical classroom situation reflect a fidelity with the Master Plan?

(b) What constraints still stand in the way of more complete and more effective installation of the new program?

(c) What can now be said about the impacts of the new program, in terms of learner outcomes?

Some of these questions, of course, are difficult, perhaps impossible, to answer precisely and unequivocally at this time. For the evidence on some issues is very difficult to uncover; on others, it is not yet all in. Hence, we have formulated our conclusions and judgments in varying degrees of certainty. Where we consider the evidence to be compelling, our conclusions and judgments are unequivocal. Where the evidence is less compelling, our conclusions are more tentative and our judgments less precise.

II. SUMMARY OF CONCLUSIONS AND SUPPORTING EVIDENCE

Our conclusions are presented here in the form of rather broad generalizations, synthesized from the specific findings reported in the various appendices. Supporting evidence is presented in the form of illustrative data.

A. CONCLUSIONS REGARDING THE MASTER PLAN

In our analysis of the Master Plan (see Appendix A) we considered five variables: (1) the appropriateness of its orientation and its fidelity with the expressed goals of education; (2) its internal consistency; (3) the level of teacher awareness of and familiarity with the Master Plan; (4) its acceptability to teachers, parents, and students; and (5) its perceived utility to teachers.

1. *Appropriateness of Orientation and Fidelity with the Goals of Education.* The four major documents of the Department of Education (Experiences in Decision Making, Responding to Change, and the Elementary and Secondary Programs of Studies) each emphasizes social reality as the important consideration in program development.

The orientation is expressed as follows: "By actively confronting value issues . . . [students] will deal not only with *what is* but also with *what ought to be* and will have the opportunity to make this world a more desirable place in which to live". We consider this orientation to be most appropriate and forward-looking.

This orientation is significantly different from the academic disciplines orientation of the 'sixties, which was typified in Bruner's Process of Education. Indeed, it should be noted that the conceptualization created by the architects of Alberta's new program antedates Bruner's call, in 1971, for a moratorium "on matters that have to do with the structure of history, the structure of physics, the nature of mathematical consistency, and deal with it rather in the context of the problems that face us".

This orientation is clearly consistent with the goals of education, as expressed in such official Department of Education documents as the Statement of the Purposes of Elementary Education and The Goals of Basic Education. Also, its stress on individualization, on morality through open inquiry, and on desirable futures is consistent with the orientation recommended in A Choice of Futures: Report of the Commission on Educational Planning.

Our summary conclusions regarding the orientation of the Master Plan are expressed by Chamberlin (Appendix B.1). The Plan is:

> most defensible for its thrust toward involving students in the examination not only of 'what is' but also of 'what ought to be'; for insisting that students confront real problems that involve conflicting values; and for asking that processes and content be selected to develop an understanding of significant social problems. (p. 3)

2. *Level of Internal Consistency.* Though, as we have noted, the Master Plan is thoroughly commendable for its orientation, it has some serious internal inconsistencies which continue to bedevil teachers.

For example, though the guides prescribe that the valuing process end with students acting on their decisions, the retention of traditional topics such as "the historic roots of man" and "comparisons of Alberta with remote regions of the world" is in no way conducive to action.

Also, though heavy emphasis is placed upon the seven steps of the Raths model of valuing, none of the sample units illustrates how this model should serve as the basis of instruction.

There appears to be a further inconsistency in the "knowledge" section of the program in that it emphasizes the importance of interdisciplinary concepts while at the same time advocating unidisciplinary studies.

A fourth perceived inconsistency is in the area of knowledge building. Though teachers are cautioned against asking students to engage in valuing without adequate bases of knowledge, the sample units seem to suggest that students be required to begin predicting consequences before there is any substantial mastery of knowledge.

Finally, though the Master Plan clearly recognizes the importance of "allowing each student to enhance his own personal meaning of humaness", what is uniquely "human" tends to get standardized in Raths' seven criteria.

3. *Teacher Awareness and Familiarity.* Though most teachers seem aware of the major thrusts of the new program, and though most are aware of the existence of a Master Plan, most are not thoroughly familiar with the substance of the major documents. Specifically, though over 90% of the respondents to our questionnaire claimed to be aware of Responding to Change and/or Experiences in Decision Making, it became evident in our interviews that they differ widely in their knowledge of these documents. It was further evident from our document analyses that, though most teacher-program developers were familiar with the major thrusts of the Master Plan, many of the more subtle orientations (for example, the treatment of concepts) tended to escape them.

In general, we concluded that a great many teachers do not have the deep familiarity with the Master Plan that would be required for effective implementation.

4. *Acceptability of the Master Plan.* There appears to be reasonable support for most of the orientations of the program among teachers, parents, and students.

For example, 61% of the students, 55% of the parents, and 74% of the teachers support the program for its *focus upon the examination of societal goals.* Similarly, 59% of the students, 79% of the parents, and 90% of the teachers support the program for its *emphasis upon consequences of human behavior.* Over 90% of the students, 89% of the parents, and 81% of the teachers support the program for its concern with *controversial issues.* And 53% of the students, 76% of the parents, and 82% of the teachers approved the idea that *society's policies and leaders be challenged in the classroom.*

It should be noted, however, that despite the general support given to the specific ideas indicated above, a full 32% of our teacher respondents rejected the new program for its *general emphasis on values.*

5. *Teacher Perceptions of Utility.* Teachers varied widely in their perceptions as to the real utility of the major documents. Although most teachers responding to our questionnaire claimed familiarity with the major documents Responding to Change and Experiences in Decision Making, they appeared to be neither strongly negative nor strongly enthusiastic as to their usefulness, ease of understanding, organization, clarity and pedagogical value. (Appendix C.) Similarly, though the Programs of Studies were said to be available, most teachers were again neither strongly enthusiastic nor strongly negative about their usefulness.

From our interviews we learned that most teachers are appreciative of the content of the handbooks -- but for a variety of reasons. Some perceive them to be useful in providing the general orientation toward *valuing and inquiry;* others perceive their usefulness to be in the *content direction* they provide; still others value the guidance the handbooks provide for *lesson planning.*

Some evidence of lack of utility (or perhaps, comprehension) of the Master Plan was found in our document analysis. For example, although the Plan suggests that concepts be developed *by rules*, teacher-developed units indicate that concept development is predominantly *by example* and *by topic.*

In summary, we conclude that, although the Master Plan is highly commendable and highly acceptable in its major orientations, its internal inconsistencies and a lack of teacher awareness of its subtle intents have rendered it far less useful than it ought to have been. Indeed, we conclude that the Master Plan is still, five years after its creation, far more an idea in the minds of its creators than it is a guide to Social Studies education in the classrooms of the Province.

B. CONCLUSIONS REGARDING PROGRAM DEVELOPMENT

In our analyses of the processes and products of program development, we examined six major indicators of quality: (1) fidelity with the Master Plan -- in the matters of value concepts, the Designative-Appraisive-Prescriptive (D.A.P.) orientation and the treatment of skills; (2) adequacy of time and resources; (3) level of support; (4) adequacy of formative evaluation techniques; (5) differences among regions; and (5) adequacy of Canadian content.

1. *Fidelity with the Master Plan.* Although the units focusing on value issues tend to be isolated portions of instructional programs, such value concepts as are dealt with appear to have a high level of fidelity with the value concepts recommended in the Master Plan documents. Specifically, in 92% of the units analyzed, the value concepts incorporated into the programs matched those specified in the Master Plan. However, the evidence also suggests that value concepts tend to get developed largely by topic, only slightly by example, and almost never by rule.

The so-called D.A.P. orientation of the Social Studies program prescribes that an appropriate balance be struck between the designative, the appraisive and the prescriptive modes. In the designative mode, emphasis is on *what is, what was,* or *what will be* and the major stress is upon the traditional academic disciplines; in the appraisive mode, emphasis is on *what should be* and the major stress is upon issues or problems having interdisciplinary bases; and in the prescriptive mode, emphasis is upon *what should be done* and the major stress is upon the formulation of appropriate courses of personal action. In our analyses of programs, we found the major emphasis (80%) to be on the designative, a very minor emphasis (20%) on the appraisive, and no orientation whatsoever toward the prescriptive.

The skills incorporated into teacher-developed programs also reflect a high degree (100%) of fidelity with the Master Plan. But the skills which are emphasized are typically lower-order skills -- recall, map reading, etc., to the exclusion of essential valuing skills of comparison, of dialogue, of understanding and appreciation, and of compromise.

2. *Time and Resources.* The Master Plan calls for extensive involvement of teachers, students and community in the processes of local program development. Yet the time and resources allowed for teachers to engage in this activity are generally minimal.

A full 92% of the teachers polled indicated that they needed time for program development; only 22% indicated that they were given such necessary time.

Over 75% of the teachers agreed with the proposition that students should be involved in program development; but just over 40% viewed this as a possibility -- because of time constraints.

The plight of the Elementary teacher in the matter of program development appears to be a special case. The Elementary teacher is a generalist; she/he teaches many, if not all, subjects; hence, the burden of program development in the Social Studies appears to be particularly onerous at this level.

3. *Level of Support.* Teachers, in general, are not at all enthusiastic about the kinds of encouragement and assistance they received (or now receive) in the task of program development.

Most (73%) view other teachers as their best source of assistance. Some (44%) consider supervisors and consultants to be helpful. Few (36%) think their principals are supportive and still fewer (29%) perceive teachers' associations as helpful.

In retrospect, most teachers rank the Department of Education as being most helpful to them in implementing the new program, the local school board as being of second most help, the teachers' association as being third, and the universities as fourth.

Finally, though teachers believe that the Department of Education's consultants could and should be of considerable assistance, their potential is largely lost through their efforts to be, at once, both assistants and evaluators.

4. *Formative Evaluation.* Until now, no real formative evaluation of the program has taken place. The evaluation materials produced during the pilot-testing phase of the new programs were not made available to teachers (and, indeed, now appear to have been "lost"). Individual teachers who are attempting either to conduct formative evaluations of their own programs or more summative evaluations of their students' progress are at a total loss to know what the criteria or the norms ought to be. Hence, the norm has become either *traditional evaluation of traditional content* or *no evaluation at all.*

5. *Regional Differences.* A very wide discrepancy appears to exist between the quantity and quality of materials available to students and teachers in urban areas and those available in rural areas. In most urban areas, the materials for program development are fairly adequate; in most rural areas the materials are quite inadequate.

Similarly, consultative and support services appear to be quite adequate in urban areas, but quite inadequate in rural areas.

Not surprisingly, therefore, the level of program implementation (as revealed in teacher-developed programs) varies markedly from region to region.

6. *Canadian Content.* In the prescribed program, there are provisions for Canadian content. However, these provisions are unevenly distributed. While most of the Elementary program (grades 1-5) and the Senior High program (Social Studies 10, 20 and 30) do specify topics and themes which deal in Canadian content, the content at both the grade 6 and the Junior High School levels is completely devoid of Canadian materials.

Fully 82% of the teachers polled, 79% of the parents, and 65% of the students believe that the Canadian content of the Social Studies should be increased -- and perhaps, by inference, more evenly distributed across the grades.

It should also be noted, however, that most parents, students and teachers would deplore an emphasis on "Canadiana" which would become chauvinistic or nationalistic. Instead, they would favor an emphasis which would make Canada the base, the starting-point for the consideration of all issues -- be they world-wide or Canada-specific.

In summary, we conclude that there has been considerable slippage in the translation of the Master Plan into programs. Concepts are still developed in traditional ways -- largely by topic and in unidisciplinary ways, not by rule; the emphasis is still upon the "designative", at the expense of the "appraisive" and the "prescriptive"; and lower-level skills of inquiry still take precedence over the higher level skills of value inquiry. We further conclude that some of the reasons for this slippage are: lack of time for program development, lack of resources, lack of consultative services, and lack of teacher competence in program development.

C. CONCLUSIONS REGARDING THE SCHOOL/CLASSROOM SITUATION

In our attempt to assess the appropriateness and effectiveness of the real classroom situation, we asked three questions: (1) How fully and faithfully do various teaching-learning situations reflect the philosophy and intents of the Master Plan? (2) How effective is the new program in terms of its impact upon student learning? Are desired outcomes, in fact, being achieved in the classroom? (3) What constraints have stood (or still stand) in the way of effective implementation of the program in the schools of the Province.

For each of these questions we have a number of indicators which allow us to arrive at summary conclusions.

1. Fidelity of the Classroom Situation with the Master Plan. As a measure of fidelity with the Master Plan, we selected five indicators: (1) the valuing and inquiry orientation; (2) the D.A.P. orientation; (3) the use of "unstructured time"; (4) the level of student involvement in planning; and (5) the scope of teaching-learning activities.

The Valuing-Inquiry Orientation. Although about 80% of our respondents appear to believe that the valuing orientation, controversial issues, challenges to society, and active involvement in society *should be* the hallmark of Social Studies education, fewer than 50% report that corresponding activities *do*, in fact, take place in their classrooms; hence, it would appear that the discrepancy between what most teachers perceive to be the ideal and what they perceive to be as the real is very large indeed.

Also, it must be noted that many teachers reject the valuing orientation (32%); even more reject the non-textbook approach and the notion of open student inquiry (40%). Not surprisingly, the lecture, note-taking, and testing for the recall of facts remain the dominant activities in such classrooms.

In a very small proportion of the classrooms (fewer than 20%), have the valuing and inquiry orientations become the pervasive orientations they were intended to become. In these few situations, highly committed and imaginative teachers have succeeded in preserving the integrity of the program and adapting it to their students' needs and interests -- with the result that truly exciting environments for inquiry, for critical analyses, and for valuing have been created.

The D.A.P. Orientation. It was the intent of the Master Plan that, in dealing with value issues, appropriate emphases would be given to the processes of designation, appraisal and prescription. We have found that the designative aspects of the process are dominant, almost to the exclusion of the other two, in a large majority (over 80%) of real classroom situations; that the appraisive aspects of the process receive attention in only about 20% of the situations; and that the prescriptive aspects receive attention in very few, if any.

The Use of Unstructured Time. Our evidence on the use of the so-called "unstructured time" portion of the program appears to be somewhat conflicting. About 75% of the teachers indicate that students should be involved in deciding what to do with the unstructured time -- but less than 50% claim that students are so involved. Also, though 65% believe that records should be kept of the problems studied by students, only 40% claim to keep such records.

A full 25% of the students, however, claim not even to know about the one-third unstructured time -- and many of those who do know about it refer to it as a "myth". They allege that they are only minimally involved in planning the use of this time, and claim that their inputs to the planning process are used only if they coincide with the teacher's interests and intents.

Level of Student Involvement in Planning. Though about 85% of teachers believe that students *should be* involved in selecting issues for analysis, only 50% *do*, in fact, claim to involve students in this activity. Only 35% of the students, however, believe that they are so involved.

Similarly, while 74% of the teachers believe that ample opportunities are provided "for the exploration of student feelings", only 45% of the students agree. And while 71% of the teachers claim that "behavior is examined from many points of view", only 49% of the students think so.

In summary, there appear to be two fairly large discrepancies here: one, of the order of 35%, between the extent to which teachers believe students should be involved in planning and the extent to which teachers believe students are involved; and the other, of approximately 25%, between what teachers perceive the situation to be and what students perceive it to be.

The Repertoire of Activities. The new Social Studies program virtually mandates that teachers and students engage in a wide variety of teacher-learner activities -- independent inquiry, group discussion, role playing, simulation, community analysis, and so on, depending upon the substance and the object of the learning experience.

We have found that, in what might be called "traditional classrooms", the lecture and note-taking are still standard fare. In classrooms in which the newer orientations have been adopted, the individual student research report has become the major activity -- to the virtual exclusion of all other strategies.

Hence, it may be said that a very limited repertoire of learning activities pervades the Social Studies classrooms of the Province.

In light of all of the foregoing indicators, we conclude: that the new program is operative at some minimal level of fidelity with the Master Plan in *virtually all schools and classrooms; that it is operative at about 50% level of fidelity in the typical classroom; and that it is operative at a considerably higher but by no means perfect, level of fidelity in but a few classrooms.*

2. *Learner Outcomes: The Final Measure of Quality.* At the outset, we must acknowledge that we do not have the kind of data (before and after measures of student behavior) which would enable us to make unequivocal statements about the impacts of the new program.

What data we have are in the form of student opinions and parent opinions. And even these must be interpreted with great caution for the reason noted at several points in this report -- namely, that the new program has been implemented at various levels of authenticity and, hence, that different students may be reporting on significantly different programs. However, the following seem noteworthy.

Impacts of the Program on Students. Students' views differed, as one would suspect, regarding the ultimate impact the Social Studies were having upon them as persons. From our questionnaire survey, for example, we gleaned that just over half (52%) believe that Social Studies classes do, in fact, help them to arrive at solutions to social problems; that, similarly, just over half (51%) believe that the Social Studies do, in fact, help them to reassess their attitudes, beliefs and values; but that only 37% believe that they are provided with "real" opportunities to act out their value choices and learn the consequences; and that still fewer (13%) believe that experiences in Social Studies do cause them to change their behavior in daily life.

Perceptual Difficulties. Earlier in this report, we noted a very wide discrepancy between teachers' perceptions of *what ought to be* and *what is* in Social Studies education. In general, students' opinions support these discrepancies admitted by teachers. But there are also some significant discrepancies between teachers' and students' views of *what is*. For example, while 74% of the teachers reported that in their classrooms ample opportunities are provided for the "exploration of students feelings", only 45% of our student respondents agreed. Similarly, while 71% of the teachers claimed that "behavior is examined from many points of view", only 49% of the students agreed.

Such discrepancies seem to suggest that, even though teachers intend to provide certain opportunities and experiences for students, students often do not realize (or believe) such experiences are being provided.

Similarly, many, many students believe that they are not allowed sufficient involvement in program planning. Even the so-called one-third unstructured time, they allege, is almost totally planned by teachers. As a result, students claim to be unaware of the objectives of many activities and, hence, to profit less than they ought to.

Finally, the students we interviewed tended to corroborate our judgments (from the questionnaire and teacher interviews) that authenticity in program implementation and effectiveness varies from classroom to classroom. One student had developed a formula which he expressed somewhat as follows: "In any three years, the Junior High or the Senior High years, a student is likely to get one year of boring lectures, note-taking, memorization, and tests; one year of pointless, unguided student projects; and one year of really exciting experiences -- with the teacher playing an important role but allowing the student to participate fully. That one year makes it all worthwhile."

Other students agreed with this general diagnosis. And they concluded simply: *It all depends on the teacher.*

In summary, it must be recognized that the evidence on the impacts of the new program on students is very sketchy. Clearly, however, most students do not believe the program is having a major impact. Furthermore, they claim not to be *in tune with many of their teachers about the major orientations, strategies, and intended outcomes of the program.*

3. *Encouragements and Constraints.* Why has the program not been more evenly installed in the classrooms throughout the Province. What constraints have stood, or still stand, in the way of effective implementation?

There appear to be at least five partial answers to this question: (1) a tendency to dichotomize the various positions in the philosophical and pedagogical belief structure underlying the Social Studies; (2) the availability or non-availability of resources; (3) the presence or non-presence of encouragement, support and consultative assistance; (4) the demands of the program development task; and (5) basic teacher qualification.

Dichotomization. Perhaps nowhere in education is the tendency to dichotomize positions and beliefs as great as it is in the Social Studies. Many teachers believe that one engages either in valuing or in the acquisition of knowledge -- but not both; either in interdisciplinary studies or in rigorous inquiry -- but not both; either in discovery-oriented activities or in learning -- but not both; and so on. The dichotomies are endless. As a result, many teachers believe they must be willing to sacrifice the socially and personally maturing experiences of valuing, critical analyses, and social activism, if they are to provide a "solid" education. Conversely, other teachers believe they must be willing to sacrifice skills and knowledge, if they are to allow students to engage in inquiry, in valuing, and in what they perceive as "random" student activities.

Too few teachers (and students) are able to "get everything together" into a legitimate and consistent pattern of Social Studies education. Too many tend to incline too far in one direction or the other -- toward free and open student inquiry, without the appropriate knowledge and skills or toward the mastery of facts, without experience in inquiry, in valuing, or in critical analysis and involvement. No doubt this tendency to disagree on the basic belief structure of the new program is an important factor in its pattern of implementation.

Resources. Though some schools are now developing or acquiring fairly rich resources in the Social Studies, most teachers are still mindful of the early days of the program when appropriate resources simply were not available. Indeed, in some schools materials are still either inappropriate or in very short supply.

Not surprisingly, many teachers and students believe that a return to a standard, prescribed textbook is the only solution to the problem.

Clearly, the new program is very dependent for its success upon a variety of learning materials of many forms. Unless such materials are available, the program will flounder -- as it has. This unevenness in resources appears to us to be another major factor in the pattern of program implementation.

Support and Encouragement. Teachers report that the support, encouragement and assistance they have received has been minimal and varied. Though most teachers (over 60%) considered the Department of Education to be most helpful in orienting them to the new program, and though many teachers (over 55%) from the large urban centres reported that district-wide services were and are provided, in the final analysis, teachers viewed each other as the best source of assistance and encouragement.

Over 50% of the teachers did not view their principals or teacher organization as helpful or encouraging.

Again, it seems clear that patterns of assistance and encouragement influenced patterns of implementation. In larger situations, where teachers could turn to each other and/or to district services, implementation tended to proceed. In other situations, where both collegial support and consultative services were minimal or non-existent, teachers tended (and still do tend) to revert to what they know best -- the teaching of traditional Social Studies.

The Burden of Program Development. Very few teachers (19%) reported that they were provided with time for planning and program development. This, coupled with the scarcity of resources noted above, no doubt still impedes program implementation.

Teacher Qualifications. Approximately 50% of our teacher respondents reported that they held university degrees in history, geography or the social sciences. This is not surprising since slightly over half (52%) of our respondents were Elementary teachers and might well be expected to have majored in language arts, early childhood education, or whatever. [However, 14% reported majors in English or physical education.]

The point is this: there are many teachers struggling with the new program who, for whatever reason, are basically unprepared to deal with it. [We interviewed some High School Social Studies teachers, for example, who had majored in fields unrelated to the Social Studies and found them to be quite uncomprehending of the major themes of the program. To these teachers, such notions as inquiry, valuing, critical analyses, and so on are little more than slogans; when attempts are made to implement empty slogans, the results are as often miseducative as they are educative.]

We conclude that basic teacher preparation (and deployment) is another critical factor in the implementation, non-implementation, or mis-implementation of the new program.

Parental Knowledge and Involvement. The architects of the new Social Studies program anticipated active involvement in planning by parents and the community. This involvement simply has not developed. Indeed, very few parents are even knowledgeable about the program. If any are involved in planning, we were not made aware of them. Very likely, this lack of community knowledge, involvement and support has been a further reason that the program has not gained the momentum anticipated.

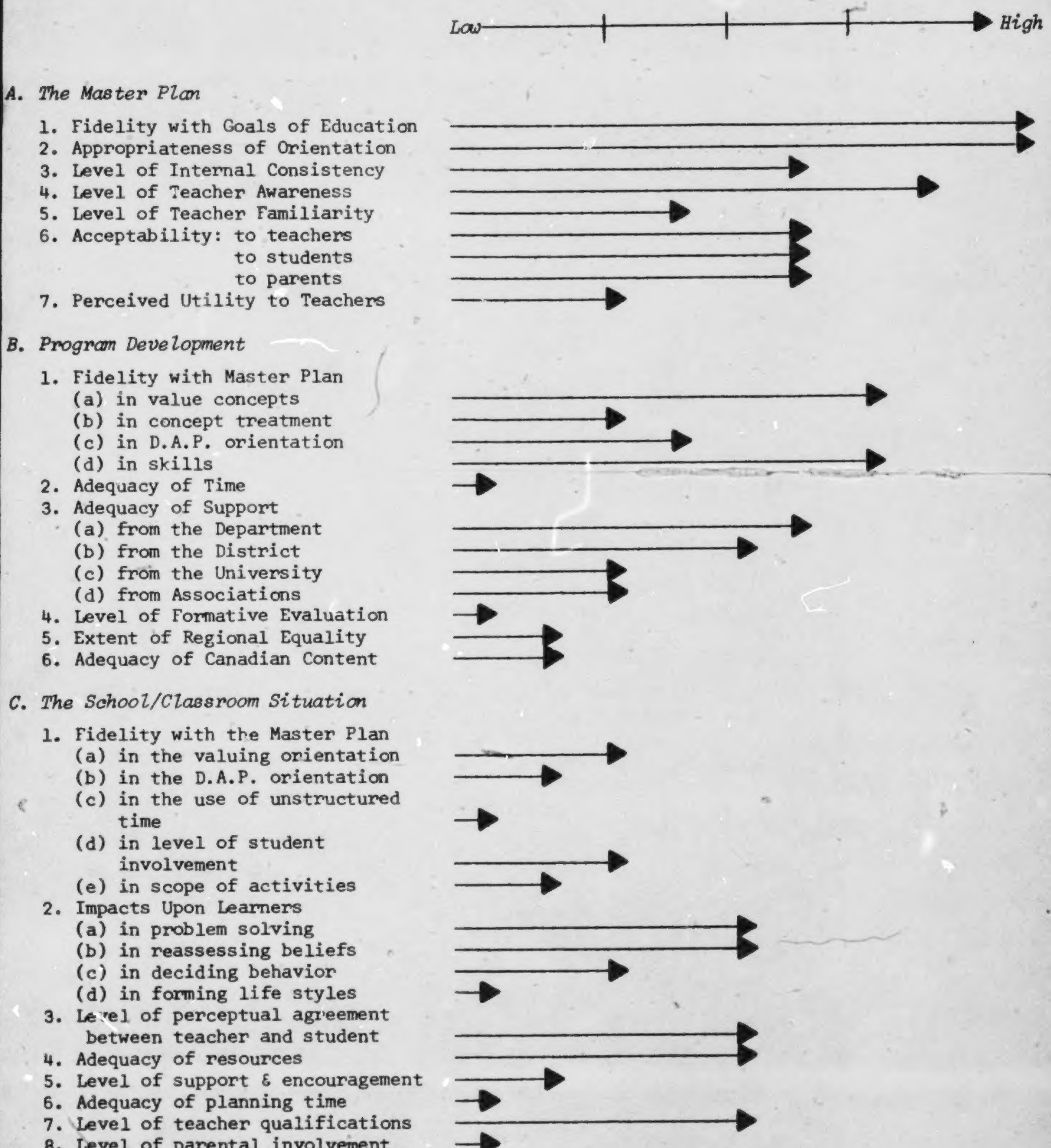
IV. SUMMARY JUDGMENTS

Some of the foregoing findings and conclusions were formulated upon fairly concise and quantifiable data. Others, however, were synthesized from observations and impressionistic evidence.

The task now is to move from these various sets of data and indicators to our final set of judgments or evaluations. These are summarized in the Profile on the next page.

It will be seen that attainments vary markedly, in our judgment, among the various dimensions of the Profile. For example, we have judged the Master Plan to be excellent in its orientations and fidelity with the goals of education, but somewhat lacking in its utility. Similarly, the programs were judged to be reasonably faithful to the Master Plan in the expressed value concepts and skills, but much less faithful in the treatment of values and skills.

A PROFILE: THE STATUS OF THE SOCIAL STUDIES 1975



Clearly, this is a mixed report card. In the very complicated processes of innovation -- of clarifying the grand idea, of communicating that idea to practitioners, of translating it into programs, and of installing these programs in classrooms -- there has been a great deal of "slippage".

Some of the causes of the slippage that has occurred are now not difficult to identify:

i. From the outset, there has not been a high degree of consensus on the basic philosophy, the orientations, or the objectives of the new program.

ii. Also, from the outset, there has been a serious shortage of support and resources of all types -- moral support and encouragement, guidance, consultation, instructional materials, and planning time.

iii. Many teachers, because of their inadequate or obsolete preparation and/or mis-placement, simply are not able to cope effectively with the demands of the new program.

iv. A wide-spread failure of schools to involve their communities in the planning and implementation of the program has effectively excluded the community as a source of encouragement and impetus.

v. Finally, the fact that teachers have declined to "take students into their confidence" (or to put it another way, have not "effectively recruited students" to the orientations, the objectives and the strategies of the new program) has resulted in dysfunctional gaps between teachers' and students' perceptions as to what the new program is or should be all about.

V. RECOMMENDATIONS

We were asked to take stock of a particular program innovation at a particular point in time in its evolution. We were asked to judge that innovation -- on the basis of its appropriateness, the extent of its implementation, and its effectiveness. And we were asked to recommend on its future.

In general we have judged the Master Plan of the program to be appropriate -- but in need of refinement. We have judged the implementation of the program to have been difficult, slow and spotty -- and, hence, in need of further impetus. And we have judged the effectiveness of the program to be not only spotty, corresponding to the uneven pattern of implementation, but also considerably short of expectations even in situations where the program has been reasonably well installed.

These judgments may appear harsh. They may be interpreted by some readers as good and sufficient reasons (if they are indeed valid) to call for a retreat from the new program. We would disagree. The history of innovation is replete with "mixed report cards" -- uneven patterns of acceptance, uneven patterns of implementation, and uneven patterns of effectiveness.

Yet we are convinced that, after a five-year trial period, the program, as it operates in some situations, has demonstrated that it has an exciting potential. How is this potential to be realized?

A. RECOMMENDATIONS RE. THE MASTER PLAN

We have judged the Master Plan to be appropriate in its broad goals and its general orientation. We have further concluded that it has the potential to generate exciting and appropriate programs. Hence, our first recommendation is:

#1. That the new Social Studies program be continued -- with certain refinements, to be noted later.

We have also noted, however, that the Master Plan suffers from some rather serious internal inconsistencies and is further weakened through lack of teacher familiarity, understanding and acceptance. We recommend:

#2. That the Department of Education undertake a reassessment of the Master Plan and a thoroughgoing revision of the major documents in which the Master Plan is articulated. As a minimum, the revised documents should:

i. clarify and expand the specific orientations and illustrate how these may be subsumed in the various themes and topics;
ii. clarify provisions for student (and/or community) inputs to the goals and content both of the general program and of the "unstructured time";
iii. distribute Canadian content more evenly across the grades;
iv. reexamine the theory of "expanding horizons" as it applies to the themes and materials of the program;
v. express the messages of the Master Plan in language comprehensible to all teachers -- specialist or non-specialist.

The reassessment and revision that we suggest in #1 above will undoubtedly prove to be an onerous and difficult task. For attitudes toward the Master Plan are mixed; philosophies are entrenched; and experiences have been varied. Hence, as a matter of strategy, we suggest:

#3. That all relevant groups (Department of Education, Local School Authorities, the Teachers' Association, Faculties of Education, Students, Parents, and Citizens) be invited to participate in the reassessment and revision of the Master Plan; and

That some appropriate instrument such as an ad hoc Task Force be created for the conduct of the task.

B. RECOMMENDATIONS RE. PROGRAM DEVELOPMENT

We have further noted that, although the architects of the new program hoped and assumed that program development would proceed at a vigorous pace at the local level, little was done to ensure that such would be the case. As a result, the activity has been spotty and of mixed quality. We believe the activity should now be given a new impetus and a new turn toward quality. Hence, we recommend:

#4.

That the Department of Education create (or cause to be created) new instruments or agencies for the promotion and refinement of program development;

That these instruments (agencies) be allowed and encouraged to take on various forms -- depending upon size of local region, extent of local resources, etc.;

That these agencies assume six major functions:

i. to design model programs,
ii. to serve as demonstration centres,
iii. to train consultants and programers,
iv. to develop prototype materials,
v. to give leadership in formative evaluations,
vi. to serve as a clearing-house/communication centre; and

That care be taken that these agencies remain "service oriented" (i.e. provide incentives, expertise, support, etc.) and not develop into a new level of bureaucracy.

C. RECOMMENDATIONS RE. THE SCHOOL/CLASSROOM SITUATION

We have noted that many teachers, when confronted with the new program, tended to react in one of two ways: either by remaining unchanged -- and continuing to function as the directors of learning, the transmitters of knowledge, and the evaluators of student progress; or by changing completely -- and moving from directors to observers, from participants to spectators, from the foreground to the background of the learning situation.

[One observer described the latter tendency in a parody on a familiar song: "Where have all the teachers gone?"]

We believe that the undirected student report is not a particularly appropriate alternative to teacher domination of the learning environment. Indeed, we recommend:

#5.

That teachers and consultants be encouraged to strive to achieve a broader repertoire and a better balance of both teacher and student activities in the classroom;

That the purpose of the activity (be it interest-generating, question-clarification, information-gathering, data-analysis, conclusion-drawing, judgment and/or valuing) be used as the basis for establishing the role and function of the teacher at any particular point in time; and

That teachers participate actively in all types of classroom activities to monitor and guide inquiries, to ensure that the various orientations and purposes of the program (concept development, skill development, value inquiries, the D.A.P. balance, and so on) get meaningfully incorporated into learning activities.

D. MISCELLANEOUS SUGGESTIONS

1. As indicated, there appears to be a rather wide-spread belief among students, teachers and parents (along with such agencies as The Committee for an Independent Canada) that *Canadian content* ought to be increased in the Social Studies and distributed more evenly across the grades.

We do not quarrel with that belief; it is surely reasonable to hold that Canadian citizens should have some grasp of the historical, geographical, cultural and social bases of their homeland.

But we have noted that in some circles (both within and outside the classroom) this renewed emphasis upon Canadiana has taken on a highly nationalistic, chauvinistic quality. Also there is a new demand for a kind of encyclopedic knowledge of Canada's history and geography. These turns are completely incompatible with the expressed goals of education and with the fundamental orientations of the Social Studies program. Hence, we suggest:

#6.

That teachers and program-developers exercise appropriate caution as they move toward increased Canadiana in the curriculum.

That Canadian content be used, appropriately, as the vehicle for many inquiries, as the starting point for others, and as the reference point for others; but

That the desire for more Canadian content not be allowed to become the excuse for subverting some of the other important goals of the program.

2. We have observed that patterns of *student involvement* in Social Studies planning are mixed. In some cases, students are in no way involved; in others, they are involved quite superficially; and in still others, they are allowed to "take over" certain portions of the program, turn it in the direction of their current whims and interests, and deal with it as they see fit.

We believe that no one of these patterns is entirely appropriate. Students should not be excluded from planning. But neither should they be included in a superficial or patronizing manner. Nor should they be allowed to plan and conduct their activities without teacher guidance. Instead, students should become partners in the planning process and one of the goals of the endeavor should be to make them become skillful and committed through the experience. Specifically, we suggest:

#7.

That deliberate attempts be made to familiarize students with the aims, the orientations and the methodologies of the Social Studies program;

That students be deeply involved in the processes of clarifying goals, of planning activities, and of assessing progress; and

That, through these and other means, a commonality of perception be sought between student and teacher.

3. The new program is touted as one in which the student develops an interest and a skill "in making the world a better place in which to live". Yet, we have found that, in very few instances is there any real or meaningful contact between the Social Studies classroom and the "world out there". Parents and community groups are totally uninformed about the Social Studies program; they are in no way involved in planning it; and they make little or no contribution to its implementation. We suggest:

#8. That some kind of communication device(s) be initiated, either at the Provincial or local level -- or both -- to inform the public of the purposes, orientations, and strategies of the program;

That deliberate attempts be made to involve parents and society in planning; and

That community resources be used maximally in Social Studies education.

4. Finally, we have noted a wide variation in the competencies that various teachers bring to the task of implementing the new program. Some are steeped in the traditions of the past and have difficulty either accepting the new orientations and/or implementing them effectively. Others are generalists (or trained in another subject field) and have difficulty coping with the materials and the modes of the Social Studies.

We think the rather wide-spread belief that "anyone can teach Social Studies" is totally wrong and does nothing but damage to the program -- not to mention the students involved. Hence, we suggest:

#9. That School Authorities exercise caution in their hiring and deploying practices -- to ensure that teachers are qualified for the tasks assigned;

That enlightened programs of in-service education be initiated cooperatively by Local Authorities, the Association, the Universities, and the Department to engage practicing teachers in self-development through: short courses, involvement in projects or program development, visitation programs, and so on; and

That special consultative and information services be provided for non-specialists -- particularly Elementary teachers.

A CONCLUDING THOUGHT

Throughout this inquiry, one very troublesome issue has returned to us over and over again. This is the matter of *teacher selection.*

It now appears abundantly clear to us that no depth of scholarship, no technical excellence, no classroom expertise will serve the needs of the new Social Studies program unless the personality and the disposition of the teacher are supportive of its intents.

About one-third of our teachers reject the inquiry and valuing orientations, and less than one-fifth actively promote them. Effective programs of teacher education may do much to change these ratios. It is clear, however, that many candidates for teacher education enter professional programs with attitudes and philosophies and convictions (variously derived from the home, the church, or the community) which are partly or wholly antagonistic to student prerogatives of open inquiry and valuing. In many cases these characteristics are so firmly ingrained that no amount of study (disciplinary or interdisciplinary) and no amount of liberalizing experience (professional or other) will dispose them towards other than establishment kinds of thinking and acting in the classroom.

Is this not a kind of sabotage?

We now require from all teacher-education candidates indications of academic potential comparable to that for other kinds of professional education. Should we not also require from them (especially those who, like Social Studies teachers, will be dealing in areas of social alternatives) indications of intellectual flexibility and openness -- together with the disposition to encourage these characteristics in others?

Given the fact of our pluralistic society and a Social Studies program that purports to accommodate a plurality of positions and values, is it reasonable to leave the implementation of that program in the hands of teachers who, themselves, cannot tolerate pluralism?

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX A

BACKGROUND OF THE STUDY

I. Objects of the Study .... 33.

II. The Roles and Goals of Evaluation .... 34.

III. Dimensions of Evaluation: Verification, Validation and Variance .... 35.

IV. The Domains of Evaluation: Instruction, Implementation and Evaluation .... 37.

V. Methods of Inquiry .... 39.

VI. Selected Bibliography on Evaluation .... 40.

Most of the material in this Appendix has been extracted from our preliminary report, Social Studies in Alberta: Prospects for Evaluation, which was submitted in January, 1974.

APPENDIX A

BACKGROUND OF THE STUDY

In the early 1960's, a number of forces began to emerge in Alberta in favor of rather drastic revisions of the Social Studies programs then in operation. By the end of the decade, new programs had been developed for all grades in the Elementary and Secondary schools.

Central to the program changes were a number of assumptions and articles of faith: (1) that Social Studies ought to include much more than the traditional disciplines of history and geography and, indeed, ought to expose the student to the major conceptual frames and modes of thought of all the social sciences; (2) that rote memory and the simple mastery of facts ought to give way to more inquiry-oriented experiences; (3) that the processes of valuing ought to be a central aspect of all learning experiences in the social domain; (4) that textbooks and other kinds of obsolescing materials ought to give way to more teacher-prepared learning materials to keep the contemporary aspects of the subject alive and up-to-date; and (5) that students and parents ought to have a good deal to say about the selection of materials.

These and other assumptions and articles of faith, held by the early architects of the programs, have not gone unchallenged. Indeed, analysts of Social Studies programs and the teachers who attempted to implement the new programs continue to raise troublesome questions:

Was the philosophical base upon which the programs were first conceived really a sound one? Did it square with accepted principles of general education?

Is the concept of interdisciplinary studies viable at the elementary and/or secondary levels of education?

Were the adopted concepts of valuing sound? Was it reasonable to assume that these processes could become central in student inquiry?

Were the programs effectively implemented and disseminated? Were teachers properly reoriented and equipped to handle the new burdens associated with the new courses?

Were proper formative evaluation programs installed with the new program?

And, finally, are the programs producing the anticipated (or desired) effects? Are they changing the lifestyles of individuals in any significant ways? Are these changes, if any, in directions which would be approved by our society?

These are some of the very difficult questions that were addressed in this inquiry.

I. OBJECTS OF THE STUDY

In general, the object of our study was to describe the new Alberta Social Studies programs, to assess the appropriateness and effectiveness of these new programs, and to judge whether and how the programs ought to be modified and strengthened in the future.

More specifically, our objectives were:

i. to *describe* the actual operations of the new programs -- how they were implemented, the teaching strategies that are used, how students are evaluated, how and by whom objectives are set and materials developed;

ii. to *verify* the existence of the so-called "new" programs -- i.e., to determine the extent to which "what is" is "what was intended";

iii. to *survey* the attitudes of teachers, parents, and students toward the new programs;

iv. to *compare* the operational objectives of the Social Studies programs with the approved "Goals of Basic Education in Alberta";

v. to *judge* the effectiveness of the programs in achieving their aims;

vi. to *identify* factors which have contributed to the successes and failures of the programs; and

vii. to *recommend* changes.[1]

II. THE ROLES AND GOALS OF EVALUATION[2]

Following Scriven's admonition, we tended to regard the purpose of this evaluation in two ways: (1) in terms of the *goals* of evaluation, and (2) in terms of the *roles* of evaluation.

Viewed in terms of *goals*, the purpose of any evaluation is to assemble appraisive information about the worth of an object -- in our case, the new Social Studies.

But viewed in terms of *roles*, the purpose of a program evaluation is to provide decision-makers with appraisive data to inform their task of judging alternatives and making choices.

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[1] These objectives are quoted from the Memorandum of Agreement of September 4, 1974, which set the terms of reference of the study.

[2] Much of this background, conceptual material was first presented in Downey Research Associates, *Social Studies in Alberta: Prospects for Evaluation*, a preliminary report to the Department of Education in January, 1974.

Scriven points to the potential confusion between the goals and roles of evaluation in the following terms:

> Failure to make (the) rather obvious distinction between the roles and goals of evaluation ... is one of the factors that has led to the dilution of the process of evaluation to the point where it can no longer serve as a basis for answering the questions which are its goal.[3]

III. DIMENSIONS OF EVALUATION: VERIFICATION, VALIDATION AND VARIANCE

It has been suggested in the Alberta Department of Education's publication, Evaluation Guidelines, that "evaluation activities are an attempt to determine how well educational objectives are achieved".[4] This activity we refer to as *verification*; in it, objectives are the principal guidelines for evaluation.

While verification is a necessary dimension of any evaluation activity, it is not, in our view, a sufficient one. What is lacking, when procedures of verification alone are used, is any attempt to assess the worthwhileness of the goals and objectives of the educational program under consideration. It is such assessment of the worthwhileness of these goals and objectives we refer to as *validation*. Only when the two procedures are used to complement each other can a comprehensive and adequate evaluation result. By employing both verification and validation we can attack the two evaluation questions which Stake points out can logically be asked about any educational program: (1) Does it achieve what its maker intends? (2) Is what it is intended to achieve worth something?[5]

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[3] M. Scriven, "The Methodology of Evaluation". In P.A. Taylor and D.M. Cowley, Readings in Curriculum Evaluation, Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1972, pp. 28-30.

[4] C. Rhodes and C. Lomas, Evaluation Guidelines, Department of Education, Alberta, 1972, p. 1.

[5] Daniels, LeRoi B., The Justification of Curricula. A paper presented at the AERA Annual Meeting. New York City, 1971.

While the processes of verification and validation may be quite different in purpose, they are similar in procedure. Simply stated, an object of evaluation is selected, a criterion is adopted, and a comparison is made in order to ascertain the extent to which the object of evaluation has met the criterion. For purposes of both verification and validation, the objects of evaluation will be the same; the criteria for evaluation, however, will differ. When the process is one of verification, the criteria will be internal to the program and will consist of the intents of the program designers. When the process is one of validation, the criterion or criteria will be external to the program and will be independent of the intents of the designers. Indeed it may be the intents of the designers which are being appraised.

Analytic descriptions of both the object of evaluation and of the evaluation criterion are important and essential aspects of any evaluative undertaking, as is the making of the comparison, i.e., ascertaining the extent to which the object fulfills the criterion. Since we assume that there can never be a perfect congruency between object and criterion, it is in the attributing of meaning to the nature of the so-called discrepancy, that we regard as being the most critical aspect of any evaluative undertaking. Too long, we feel, it has been assumed that a lack of perfect congruence has been regarded negatively by evaluators and decision makers, with the result that the term "discrepancy" has acquired negative connotations which were largely unintended when it was introduced to the literature of educational evaluation. It is to avoid such connotations, and to avoid conceptual difficulties in our discourse that we introduce a further term, *variance*. The notion which we wish to convey through this term is, as before, a lack of congruence, but one which may result from either losses or additions (side-effects or unintended effects) which may be either negative or positive, or a combination of the two.

In summary, then, our approach to the evaluation revolved around three major concepts: verification, validation, and variance.

IV. THE DOMAINS OF EVALUATION: INSTRUCTION, IMPLEMENTATION, EVALUATION

One of our early problems in the development of this plan of evaluation was the precise identification of the object or the "what" of the evaluation.

Cues were sought from a number of sources: discussions with teachers, examinations of documents, discussions with Departmental officials and advisory committees, and so on.

All the ideas, so generated, tended to fit rather neatly into one of three domains:

i. Instruction -- the way the programs operate in the classrooms of the Province;

ii. Implementation -- the way the new programs were initiated in schools and classrooms; and

iii. Formative Evaluation -- the way in which the programs were monitored and improved during the initiation stages.

Then in each of these domains, it became possible to conceive of the set of activities or processes which, in turn, produced various outcomes or products: from master-planning to a master plan, from program-development to specific programs, and from transactional activities to terminal outcomes, products or data.

The three domains -- along with the various processes and products -- are summarized in the conceptual framework on the next page. This conceptual system generated the questions which were to become the substance of our evaluation.

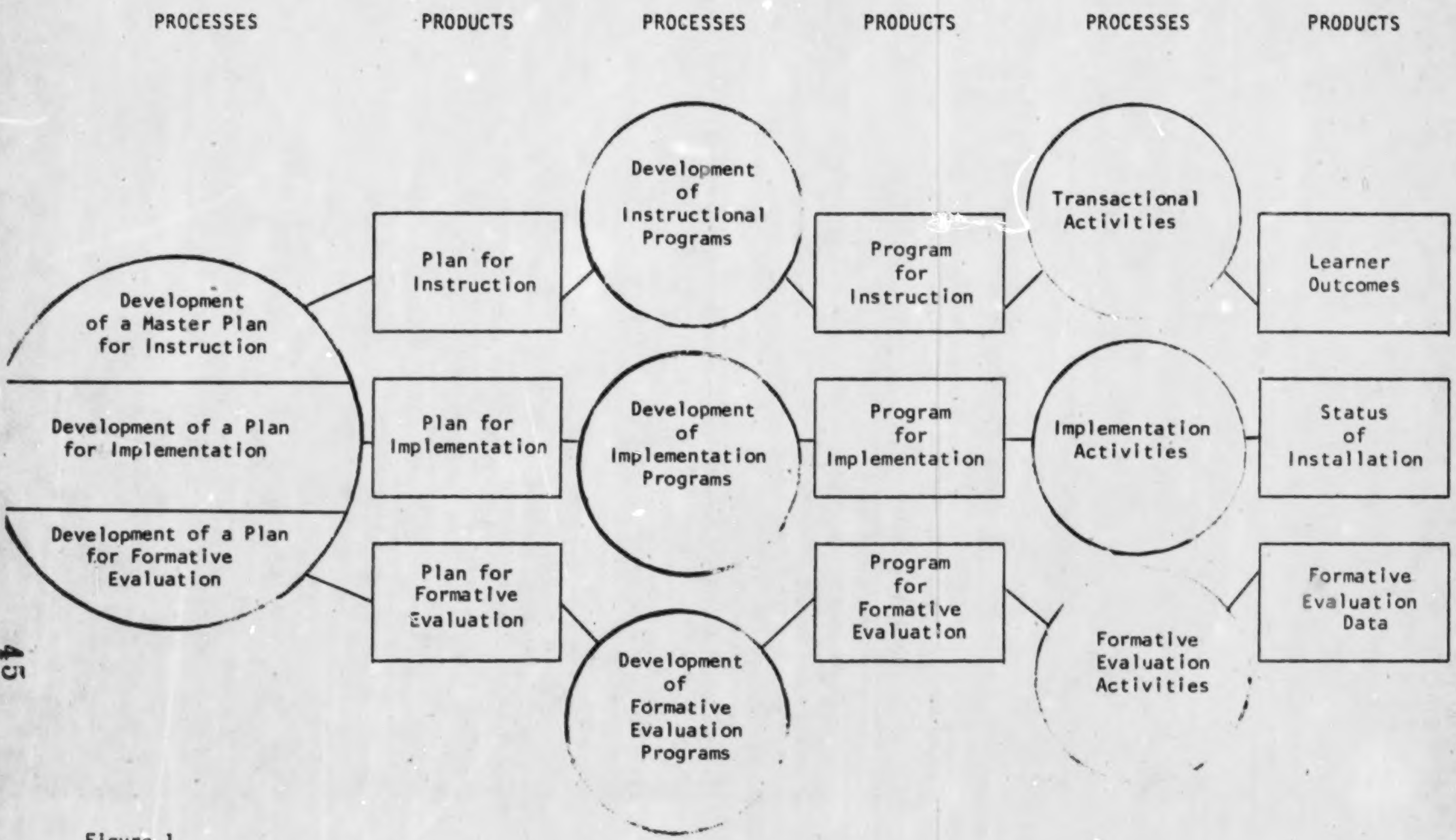
PROCESSES
PRODUCTS
PROCESSES
PRODUCTS
PROCESSES
PRODUCTS
Development of a Master Plan for Instruction
Development of a Plan for Implementation
Development of a Plan for Formative Evaluation
Plan for Instruction
Plan for Implementation
Plan for Formative Evaluation
Development of Instructional Programs
Development of Implementation Programs
Development of Formative Evaluation Programs
Program for Instruction
Program for Implementation
Program for Formative Evaluation
Transactional Activities
Implementation Activities
Formative Evaluation Activities
Learner Outcomes
Status of Installation
Formative Evaluation Data

Figure 1.
Conceptual Framework of the Domains of Evaluation: Instruction, Implementation and Formative Evaluation

V. METHODS OF INQUIRY

We employed five evaluative techniques and staged our activities in five corresponding phases:

1. Phase One was an analysis and assessment of the Master Plans themselves -- using the traditional techniques of documentary analysis. This activity yielded specific data for certain aspects of the study, and also generated ideas and instrument items for phase two.

2. Phase Two was a questionnaire survey of a sample of teachers, students and parents. This survey produced much of our attitudinal data and also some useful descriptive materials.

3. Phase Three was an in-depth analysis of teacher-developed programs -- to determine the extent to which these follow or fail to follow the principles, the policies and the guidelines of the Master Plan and the extent to which they square with the approved "Principles of General Education".

4. The fourth data-gathering phase was a series of site visits to a sample of schools throughout the Province, for the purposes of interviewing teachers, students and parents, of examining resources and materials, and of observing classrooms in operation.

5. The fifth and final phase of the study was one of synthesis and judgment. During this period the research team attempted to "put together" all of the findings, to identify and correct inconsistencies, and to arrive at warranted conclusions, judgments, and recommendations.

It will be noted that some of our activities were planned to give the study breadth and comprehensiveness; others were planned to give it depth and intensiveness. Also, it will be noted that there was considerable redundancy in our efforts -- for we wished to use each successive activity as a verification and explanation of what had been found in earlier activities.

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THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX B

CRITIQUES OF THE MASTER PLAN

1. A CRITIQUE OF THE 1971 ALBERTA ELEMENTARY SOCIAL STUDIES CURRICULUM

1. Is the program consistent with social reality? .... 44.
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The critique of *Experiences in Decision Making* was prepared by C. Chamberlin; the analysis of *Responding to Change* by T. Aoki and W. Werner.

Though each is referenced to the particular document under review, both critiques are generally applicable to the two programs.

APPENDIX B.1

A CRITIQUE OF THE 1971 ALBERTA ELEMENTARY SOCIAL STUDIES CURRICULUM

(Charles Chamberlin)

> If I had my choice now, in terms of a curriculum project for the seventies, it would be to find a means whereby we could bring society back to its sense of values and priorities in life. I believe I would be quite satisfied to declare, if not a moratorium, then something of a deemphasis on matters that have to do with the structure of history, the structure of physics, the nature of mathematical consistency, and deal with it rather in the context of the problems that face us. We might better concern ourselves with how those problems can be solved, not just by practical action, but by putting knowledge, wherever we find it and in whatever form we find it, to work in these massive tasks.[1]
>
> Jerome Bruner, 1971

> The curriculum exists only in the experiences of children; it does not exist in textbooks, in the course of study, or in the plans and intentions of teachers.[2]
>
> William Ragan, 1966

In assessing the validity of the 1971 Alberta Elementary Social Studies curriculum, Bruner and Ragan provide bases for examining its main strengths and its main weaknesses. It is at its best in being consistent with the social realities Bruner is concerned with in his 1971 statement. Its most serious weaknesses appear to be in making the transition from a written course of study to actual experiences for children. This paper poses seven questions about the 1971 program, and in attempting to answer them provides an analysis of some of the main features of the program explained in Experiences in Decision Making, the 1971 Alberta Elementary Social Studies Handbook.

1. *Is the program consistent with social reality?*

For over seventy years curricular theorists have emphasized the need for the program to be rooted in social reality. In 1902, Dewey was pointing to "the fundamental factors in the educative process being the nature of the child and the nature of the society in which he lives".[3] Fifty years later, Smith, Stanley, and Shores were claiming wide agreement "that curriculum principles and procedures should be grounded in social reality".[4] Bruner's 1971 plea is repeated by many today who note the effects rapid technological change has had on our society, the lag of social adjustments, and the need for a school program which is designed to help prepare children to understand social reality, with all its problems, value conflicts, and potential satisfactions.

Ragan states that:

> We live in the midst of vast technological revolutions which render obsolete the structure and operations of many of our social institutions and raise the need for the application of human intelligence to the solution of problems of living as never before . . . Pupils must be taught to think for themselves and to develop solutions to problems rather than merely to memorize answers . . .[5]

A similar concern is reflected in the views of a number of prominent Social Studies educators. Nichols and Ochoa have stated:

> A safe prediction for the children who are or will be enrolled in the elementary schools of this decade is that their adulthood will be characterized by increasingly complex social issues. Some of these issues are likely to be extensions of current and historic conflicts; other issues have yet to be identified. The problems inherent in continuing technological development, expanding urbanization, increasing population, and growing environmental pollution can be safely predicted for the year 2000. If educators are genuinely concerned with developing a generation of socially competent adults who can skillfully address such problems, elementary social studies textbooks need to be organized around these pervasive social issues.[6]

Goldmark (1968), addressing herself to the objectives of education, has voiced similar sentiments:

> . . . The children we are educating at present will be living in a society which will be quite different from the society we know today. Education for today's world may be of little consequence for the future. An evaluation of alternative education theories and programs must be made in the context of what will be needed in a future society.[7]

Experiences in Decision Making is most defensible for its thrust toward involving students in the examination not only of "what is" but also of "what ought to be"; for insisting that "students confront real problems that involve conflicting values"; and for asking that the processes and content be selected to develop an understanding of significant social problems. The growing concern for humanity's ability to live within the physical environment without depleting and befouling it beyond livability, and the obsolescence of "the structure and operations of many of our social institutions" are both reflected in Experiences in Decision Making. In calling for students to examine "their personal relationship to the social and physical environment" and to examine value issues related to such topics as "peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas . . ."[9], the curriculum does seem to place social reality in the forefront of important considerations in designing the program.

2. *Is the program consistent with the broad stated goals for the Elementary Schools?*

An examination of some of the documents written to state the purposes of the Elementary School compared to Experiences in Decision Making may provide a basis for determining the extent to which the 1971 Elementary Social Studies curriculum seems to work toward the important goals these documents state.

In 1970, the curriculum branch of the Alberta Department of Education issued a Statement of the Purposes of Elementary Education. It expressed concern that "The present program of our educational system is not accommodating a changing society, nor is it shaping the direction of change for that society. The program appears unconcerned with major problems of pollution, poverty, population and prejudice". From this concern grows the statement of major purpose, beginning:

> The aim of elementary education is to provide opportunities for the development of self-actualized individuals who improve and enjoy the social and physical environment.[10]

This is followed by statements of two specific purposes: "Developing a value system by which to live" and "Developing intellectual, emotional, and physical behaviors with which to function morally in the social and physical environment.[11]

The Elementary Social Studies program is consistent with both the stated major and specific goals: in attending to "what ought to be" concerning the social and physical environment, and in its conviction that "Human values should be the major focus of attention in the new Social Studies".[12] Experiences in Decision Making indicates the agreement its broad goals have with those of the curriculum branch.

In 1972, the Commission on Educational Planning under Walter Worth issued its report, in which it stated broad goals for education growing out of an analysis of future projections about Alberta's society, one a "second-phase industrial society", and the other a "person-centered society". Worth stated that realizing a vision of a new society depended on a transformation of values, and that a choice between alternative sets of values must be made; therefore "Our future system of education must be designed to help Albertans make the choice".[13] Four broad goals are then stated.

The first is individualization, or increased independence, gained through more autonomy being given in self-selection of the content of learning; acquisition of knowledge of alternatives open to him; and knowledge of criteria for choice. Experiences in Decision Making provides that one-third of the program each year should deal with problems of current interest, and that "teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their lives".[14]

The second broad goal Worth states is preservation of morality through open inquiry, acknowledging freedom to dissent and to devise new standards of living. This goals seems consistent with the emphasis in Experiences in Decision Making on values and questions of what ought to be.

Worth's third goal seems closely related. It is anticipation, or developing a conception of what a person wishes to be like at various points in the future, and increasing his capacity to influence the pattern of future events and control accelerating change. Again, the emphasis on desirable futures in Experiences in Decision Making is clearly in agreement with this end.

Motivation, or being excited about continuing learning, and having the skills and strategies essential to doing so, is Worth's fourth goal. This goal is left vaguely defined, and is difficult to use for comparison to Experiences in Decision Making.

A third statement of broad goals for the schools is found in the 1975 Alberta Department of Education publication, Goals of Basic Education.[15] Though these goals are for grades 1 - 12, the dozen goals stated should find some support in each of the subject curricula of the Elementary Schools if there is to be consistency in programs. Experiences in Decision Making appears to have aims paralleling at least three of those dozen. The first of the 1975 Goals is good citizenship, knowing civic rights and responsibilities, forms of government, and cultural heritage. Experiences in Decision Making's focus on social issues seems likely to promote such goals. The second of the 1975 Goals is understanding changes taking place in the world, and being able to meet the future. Again, the emphasis in Experiences in Decision Making on giving direction to change through knowing what is and deciding what ought to be seems peculiarly appropriate to this goal. The last of the twelve 1975 Goals is development of basic knowledge competencies, including understanding and skill in the social sciences. As will be noted later, Experiences in Decision

Making does not seek knowledge from separate social science disciplines, but attempts to achieve understanding of broad concepts integrating knowledge from several fields. The broad goals here seem to be sufficiently similar as to be compatible, however.

The analysis of these three documents provides a positive answer to the question, "Is the program consistent with the broad stated goals for the Elementary Schools?" How valid they appear to be in light of other criteria remains to be examined in the next section.

3. *Are the goals valid and comprehensive?*

The goals stated for Experiences in Decision Making are in three categories: values and valuing, skills and processes, and concepts and generalizations.

The section on values indicates that each student is to "determine how he will interpret and apply" the following values: The Dignity of Man, Freedom, Equality, Justice, Empathy, and Loyalty.[16] Others who have examined a core of values from which students may develop their own interpretations and applications have come up with similar sets. Price[17] included all but justice in his list, for example. To state such a list would seem to reflect an assumption of commonality within our culture now and in the future which may be difficult to defend. As more and more subgroups emerge from within society due to differences in background and areas of concern, and as more subgroups come from outside present society due to immigration and change, such an assumption of commonality may be questionable. Particularly, if decisions about "what ought to be" are to be made on the basis of knowledge of alternatives to "what is", a broadening of the value base would seem needed. The examination of other cultures may result in the need to consider such other values as beauty, serenity, and harmony with the physical environment. The approach to be used as a valuing process is an adaptation of Raths': Choosing -- (1) Identifying all known alternatives. (2) Considering all known consequences of each alternative. (3) Choosing freely from among alternatives. Prizing -- (4) Being happy with the choice. (5) Affirming the choice, willingly and in public if necessary. Acting -- (6) Acting upon the choice. (7) Repeating the action consistently in some pattern of life.

The approach apparently is to involve students in examining social issues, building knowledge of consequences of alternatives, choosing freely from among consequences, affirming the choice and acting consistently on it.

The process has several omissions too important to ignore. If it is to result in students being clear on how to interpret and apply the values listed, the process would seem to need some component to help children conceptualize the values upon which their choices are made, as Goldmark[18] has included in her model. She follows "choosing" with "identifying values and assumptions of the alternatives" to assure that students examine the reasons they use to support their choice for implicit values by answering the question, "If you give all of these reasons for your choice, what is it that is most important to you?"[19]

A second omission from the adapted version of Raths' process is provision for systematic examination of evidence upon which "known consequences" are based. Since the program depends upon the examination of value issues, it is likely to result in students examining statements containing emotional appeals mixed with some fact, some overgeneralization, some invalid logic, and some questionable analogies. Many models for examining issues include some component calling for care in evidencing and logic. Starr[20], Fenton[21], and Glaser[22], include evaluating data as a part of their processes, and Dimond[23] and Marcham[24] include selecting relevant facts as part of theirs, for example.

Part of the difficulty in using the adaptation of Raths would appear to be that it was originally written as a definition of what a value is, not as a systematic process to use in working through a problem to a decision about it. A more valid process could probably have resulted from combining elements from Simon's problem-solving method, mentioned elsewhere in Experiences in Decision Making, with elements from Goldmark's and Raths' writings.

The second category of goals in Experiences in Decision Making is skills and processes. These are arranged under the Raths heading -- choosing, prizing and acting. While being happy with a choice may fit as part of a definition of value, as Raths intended, it is of dubious value as a skill objective.

It is noteworthy that in addition to the inclusion of a number of skills common to language arts programs (as locating and summarizing information), there are also included a number of skills more specific to Social Studies, as interviewing, surveying, observing, hypothesizing, testing hypotheses, and planning strategies suited to actions.

Perhaps the most significant change in the skills goals of the 1964 Elementary Social Studies - Enterprise curriculum and those of the 1971 guide are the addition in 1971 of skills relating to valuing and acting, and less emphasis on critical thinking. In 1964, there was concern that "evidence must be relevant and must not deal with side issues", and that analysis of evidence be stressed so that ". . . cliches, stereotypes and assumptions are challenged".[25] There was concern that children be able to evaluate sources: "In order to arrive at truth, they need to be able to reject, or accept with reservation, much of the propaganda presented for their consumption".[26] If these kinds of skills were important to deal with the topical units planned then, they would seem to be in need of still greater emphasis in the 1971 program with its value issue units.

The chapter on "Goals for the Social Studies" in the 1969 NCSS Yearbook points out the need for such skills to accompany a valuing emphasis:

> It should also be the role of the school to inquire into the sore spots of the society and to provide the kind of value-education that frees the learner to make his own value choices and to choose among alternatives. If this end is to be achieved, the learners must be equipped with such intellectual skills as critical doubt, the ability to read and listen skeptically, and the ability to recognize assumptions that are not explicitly stated but that underlie particular value positions.[27]

It may be concluded, then, that the decrease in skills related to evidencing in the 1971 program is inappropriate to other aspects of the curriculum.

The third category of objectives in Experiences in Decision Making is concepts and generalizations. To avoid compartmentalizing man's behavior for study, concepts in Experiences in Decision Making are selected to integrate knowledge from the social sciences. Environment, causality, and interdependence are each broken down into four sub-concepts. These fifteen ideas are to develop an understanding of the major concept of the program -- interaction. No rationale is offered for the selection of these sixteen concepts rather than others, and there is no apparent reason for using them rather than some of the ones included in Taba's list, such as: differences, tradition, and values,[28] or Price's list, such as sovereignty, industrialization-urbanization, secularization, comparative advantage, morality and choice, scarcity, input and output, saving, market economy, and institution.[29] Nor is it clear why interaction rather than, say, system was chosen as the major concept to organize all others, nor why system was felt to be a sub-concept of environment rather than the other way around.

In conclusion, the validity of the goals appears to be less than certain and to warrant further thought.

The second part of question 3 concerns the comprehensiveness of the goals. Though the Experiences in Decision Making goals appear to be consistent with the broad goals stated for Alberta, are there others which may need to be considered as well? Berman[30] suggests that it is more appropriate than ever to emphasize the development of process oriented persons, and identifies eight processes we need to help children master. She notes that several of the eight are already receiving much attention, and that more attention needs to be given to others. Her stress on loving and creating are missing in the Alberta Social Studies curriculum, as is her distinction between valuing and decision-making. The Calgary Public School Board Social Studies program is designed around Berman's processes, indicating that at least one major Alberta school system views the Provincial concept of goals as too narrow.

Taba[31] designed a Social Studies curriculum which had, in addition to values, skills, and knowledge, a fourth category of objectives: thinking. Based on considerable research by herself and others, she concluded "that thinking is learned, that it is learned developmentally, and that thinking skills can be taught systematically".[32] She designed into her program objectives and inductive strategies chosen to increase student ability to conceptualize, compare, generalize, develop chains of cause-and-effect relationships, and apply generalizations to novel problems. The goal here is to improve children's ability to do the abstract thinking involved, as distinct from understanding a knowledge product (concept or generalization).

From these two examples, it would appear that the objectives of the Alberta program may be narrower than would be desirable, and may not include some important areas of objectives.

4. *Is the program well organized to provide sequential development of the goals?*

Because of the program commitment to teachers and students planning learning experiences, very little specification of ordering the objectives to achieve cumulative learning, to provide readiness at one level for more complex learning at later levels, or to provide for review and practice of either learning has been built into Experiences in Decision Making. Very broad suggestions are provided for grade level topics, and it is suggested that concepts be treated in greater generality, abstractness, and complexity through succeeding grades, but these leave so much of the planning to individual teachers and children, that it wouldn't appear to be exaggerating to say that Experiences in Decision Making completely gives up the advantages claimed for careful sequencing in order to provide freedom for planning at the classroom level. Opportunities to use data from one grade level as a basis for comparison in a later grade, as is done in the Taba curriculum, the Minnesota curriculum, and others, are lost. At the same time, the likelihood of map skills mastered at one level being systematically retaught at a later level is an example of the kind of disadvantageous overlap also probable with this lack of attention to sequencing.

Even in the one area where some minimal sequencing is done, namely grade level topics, the rationale is difficult to understand. The movement from self to family, to neighborhood, to communities, to province, to nation, from kindergarten to grade five seems to follow Hanna's expanding environment theme. But at grade six this is abandoned, and historic roots of man is introduced with no explanation or apparent benefit.

Question 4 would seem to yield the most clearcut of answers: no, the program is not well organized to provide sequential development of the goals.

5. *Is the program consistent with the characteristics of children?*

When designing a program for young, rapidly developing children, it is of obvious importance to gear it carefully to their abilities, interests, and experiences.

Much research has been done to provide educators with this kind of understanding, and needs to be considered in relation to the nature of the 1971 Alberta Social Studies curriculum. Intellectual development has received extensive study, and the conclusions of Piaget seem crucial to match up to the intellectual demands of Experiences in Decision Making. Ragan summarizes Piaget's description of the child in early school years as follows:

> The young child is frequently illogical because he makes judgments in terms of his perceptions, of how things look to him. The amount of liquid in the tall, thin container looks as if it were more, and the visual image is so overpowering that the child doesn't think straight about the problem. To think logically about the problem, the child must give up arriving at conclusions on the basis of sensory data alone. Rather, he must shuffle the data about in his mind, performing operations upon what he perceives. But up to about seven years of age, the child is in what Piaget calls the "preoperational stage" where he judges in terms of whatever factor or variable stands out.[33]

Many children in kindergarten and grades one and two are likely to be at the preoperational stage in their thinking. This would seem to make it very difficult for them to consider a range of consequences resulting from a range of alternatives when making decisions about value issues. Rather, they would seem more likely to select one consequence and ignore others, even if they were aware of them, when making a choice. The kinds of mental operations needed to use the valuing process specified in Experiences in Decision Making would seem to be beyond the level reached by many children in the lower grades.

Another approach to considering the suitability of the curriculum for the child has been taken by students of child development such as Havighurst[34], who have produced generalized sets of developmental tasks for varying stages of growth. In examining those which Havighurst has outlined for middle childhood, or that period covering Elementary School, it is strikingly apparent that many of the tasks concern self perception and interaction with peers. Havighurst's third developmental task for middle childhood is learning to get along with age mates, and his eighth is achieving personal independence, where "the school and the peer group are laboratories for working through this task".[35] It would be possible to develop many of the concepts of the Alberta curriculum, such as goal, norm, power, conflict, and cooperation, as well as provide for choices among values such as loyalty, equality, and freedom while examining issues related directly to these developmental tasks of children at this stage, thereby capitalizing on their concern for these kinds of problems. Yet, only at kindergarten are problems related to self and peers specified. The possibility of utilizing existing motivation through capturing the "teachable moment" would suggest a reexamination of the topics chosen in view of knowledge about developmental tasks of children in the Elementary Schools.

6. Is the program consistent with characteristics of teachers?

In discussing conditions affecting curriculum adoptions, Thomas and Brubaker list a series of postulates, two of which apply to this question:

> Postulate 1: The more time, effort, emotional tension, and money required of people who must implement the curriculum change, the less likely the change is to be effected.[36]
>
> Postulate 5: The curriculum becomes revised in name only if classroom teachers are not prepared with the skills and materials they need to carry out the specific steps of the new methodology and if no evaluation is made of their progress.[37]

The conviction expressed in the preface to Experiences in Decision Making that each classroom teacher and her students should "practice responsible decision-making by planning together learning experiences . . ."[38] meant that a great deal of "time, effort, emotional tension, and money" were required of teachers to translate the guidelines broadly stated in Experiences in Decision Making into specific learning activities for students. It required a good understanding of the changes in goals, ability to plan suitable learning activities, unit organization to provide decision-making, location of appropriate resources, lessons focussing on previously unexplored emotional and value-laden areas, evaluation of affective goals very difficult to assess through traditional procedures, a need to translate the program to parents, and a multitude of other tasks. Not surprisingly, many teachers were slow to implement a program making such demands, perhaps more so because they were given no additional time to prepare, and, unlike secondary teachers, were usually generalists also preparing activities in reading, spelling, mathematics, art, music, science, physical education, health and language arts. An early study by Crowther[39] found that of 317 Elementary teachers surveyed, 23% were not familiar with the nature of the program, 22% were familiar with it but were not implementing it, 27% were putting some parts of the curriculum into practice, and 27% reported they were fully implementing the program.[33] Teacher comments on the program provide support for the first Thomas and Brubaker postulate:

> Can't anything be done to ease the burden of preparation? Remember we have other lessons to present besides Social Studies.
>
> I find that it has taken me two months to prepare one unit thoroughly, and even then I'm having to make modifications as I'm teaching the unit.
>
> My personal feeling is that the majority of Elementary teachers are not equipped to take on the responsibility of developing a total unit and in all fairness I do not think they can afford the many hours required to produce one.
>
> Understanding what is being asked of teachers, and putting it into practice are two different things. I feel I understand the aims of the course fairly well but transferring that into something tangible and useful in Grade 3 is quite another matter.[40]

The difficulties faced by these teachers was recognized by several school systems who realized that just as differences among children exist, so do differences among teachers, and that means that while some teachers will be able to bring the time, energy, expertise, knowledge of resources, and understanding of the program to bear on the task of designing units for their own unique group of learners, many other teachers will not be so able. These school systems' response was to generate resource units which translated the Provincial curriculum into a local interpretation of it -- frequently lacking the focus on interdisciplinary concepts, decision-making process, and "what ought to be". Given these difficulties, it becomes questionable whether the loss of focus in translation and the loss of learning due to the earlier noted lack of careful sequencing are worth the emphasis on individual teacher responsibility for planning -- a responsibility too demanding for many teachers to accept.

Alternatives to the Alberta approach are evident when examining other provinces' solutions. British Columbia has specified requirements for their program to publishers, examined submissions, and selected the most suitable for adoption. Saskatchewan has provided frameworks for units for teachers to flesh out. Neither has left each teacher to completely develop his own units from scratch.

7. *Is the program internally consistent?*

If a program is to be developed by individual teachers from broad guidelines, children are certain to experience as many different interpretations being put into practice as there are teachers. But the similarities can be increased by providing a curriculum guide with as great internal consistency as possible.

Values and valuing are the main emphasis of the program, and it would seem important to specify grade level topics through which these goals could be easily achieved by Elementary School children. The curriculum guide specifies that the valuing process end with students acting on their decisions, yet it has children in grades four, five and six dealing with topics so far removed from social settings accessable to their influence as to effectively assure no action being taken. Comparing Alberta to remote areas, as the U.S.S.R., Australia and Argentina in grade four, dealing with other regions of Canada in grade five, and particularly combining distance in both space and time in the grade six topics, Historic Roots of Man, contradict the stated desire for acting on decisions.

The difficulty in completing this last stage of the valuing process is indicated by the failure of the sample units to provide for any acting. The grade four unit title asks "Would You Like to Live in a Boom Town?" knowing nine-year-olds can do little to act on their decisions. The grade five unit on Vancouver asks "Should Transportation Routes Displace People?" and concludes with a simulation game to dramatize possible action. While this provides opportunities to affirm choices, it is too remote from reality to allow action. The grade six unit title reflects the futility of trying to provide for action when dealing with the Historic Root of Man topic: "Did the Aztecs Deserve to be Conquered?"

The NCSS Social Studies Curriculum Guidelines agreed with the importance of providing for students acting on decisions, but suggested that the local community be the proper arena: "Extensive involvement by students of all ages in the activities of their community is, then, essential".[41] The easier access to people in power and the smaller numbers of people involved both make local action more realistic.

In his presidential address to HCSS, John Jarolimek pointed even closer to home: "Perhaps the most important arena for social participation lies within the institution of the school itself".[42] Since this is an institution more easily influenced than the broader society, if school policies support the Social Studies program emphasis on acting, it would seem reasonable to have Elementary School children start here, rather than on groups remote in time and space and less likely to be sensitive to children's efforts to affect them.

Banks also suggests that the school is a suitable topic of study if acting is to be included in the process:

> Since the school is a social institution with problems which mirror those of the larger society, students can be provided much practice in shaping public policy by working to eliminate problems in their classroom, school, or school system. They might start by studying and analyzing the problems within their classroom.[43]

In summary, there appears to be a contradiction between the emphasis on acting on decisions and the remote topics selected for grades four, five, and six, and a need to consider the school and community as topics providing more realistic opportunities to carry through the acting phase of the valuing process.

A second contradiction confronting teachers trying to implement the valuing emphasis in Experiences in Decision Making lies in the great emphasis placed on the valuing process in early pages and the lack of such process in the sample units. In the preface of Experiences in Decision Making, it is stated, "The valuing process should be the major activity of social studies students".[44] (emphasis added) Yet one searches in vain for sample units in which students proceed through steps one to seven as laid out in Chapter One of Experiences in Decision Making. Teachers are left to conclude that the emphasis on this process is not so important as stated earlier, or perhaps not easily planned into units.

Related to this conflict between statements in early chapters of the curriculum guide and the sample units, the opener is assigned the task of initiating the valuing process by enabling "the teacher and students (to) identify one or more value issues to be investigated".[45] Yet most of the sample units do not have openers which will enable children to identify a value issue and begin the valuing process -- unless answering such questions as "Why is the supermarket having a grand opening?" are considered to identify value issues.

A fourth contradiction in the valuing component of the program is begun by the heavy emphasis placed on developing students' ability to use a valuing process, as attested to by the designing of the whole skills program around the process and stating ". . . the new Social Studies is concerned primarily with developing students' ability to process values".[46] If students are to be able to use this process, some provision should be made to help them conceptualize the whole process, rather than isolated component skills within the whole. Yet, no provision within the chapters or sample units indicates how, or indeed even that this should, be done. If students are to be helped to become autonomous decision-makers and value-processors, such process conceptualizing would seem an important part of the program.

The knowledge segment of the program is not free from internal contradictions either. One which confronts teachers is confusion over whether knowledge goals are to be interdisciplinary concepts in which the "disciplines are integrated in such a way as to be indistinguishable as separate entities"[47], or whether knowledge of separate disciplines is to be pursued. Though the section specifying conceptual objectives seems to be very clear in stressing the desirability of integration, the section stating grade level topics would have students engage in "Historical, economic, sociological, and/or geographic analysis" and later "Anthropological analysis and social history"[48], tasks which would indicate the development of conceptual tools from the disciplines named.

Similarly, on page eleven, teachers are asked to [illegible] with categories of knowledge which include concepts, generalizations, theories, and structures, yet there is no indication in the section on knowledge objectives in chapter two that anything other than concepts and generalizations are to be developed. The types of broader ideas Bloom identifies as "a body of principles and generalizations which are interrelated to form a theory or structure"[49] are omitted. Apparently these categories of knowledge, introduced in one section, are not taken seriously in a later section.

Knowledge building itself becomes another contradiction. The preface points out that while there is to be less emphasis on covering knowledge from history, geography and the social sciences, "This is not to say that such knowledge is unimportant. Students cannot 'value in a vacuum', without knowledge of alternatives and consequences. Nor will 'the pooling of mutual ignorance' prove for very long to be significant and relevant".[50] Yet, an examination of sample units indicates that frequently there is so little data intake and knowledge building that "pooling mutual ignorance" must be the basis for conceptualizing and for predicting consequences. For example, in the second grade sample unit, the only data sources used are ads, grocery lists, and three short readings. Conceptual goals include system, interdependence, and cooperation, and students are to predict consequences and make decisions about Mr. Cork, the popman in the supermarket, taking some pop for himself, and Bob phoning in sick so he can go swimming. The paucity of data gathered in preparation for such knowledge building and knowledge use for prediction assure shallowness in the ideas developed and applied. Contrary to the claimed importance of knowledge in the preface, several sample units provide demonstrations of little knowledge being developed.

These examples indicate that there are several internal inconsistencies which add to the difficulty teachers face in implementing the program.

CONCLUSION

As noted in the introductory quotes, curricula must be justifiable in the light of current social reality, and the main strength of the 1971 Alberta Elementary Social Studies curriculum is in dealing with the rapidly changing world, and the values which may be used to give direction to those changes in deciding "what ought to be". This concern with values and social issues helps to make the program's goals consistent with many of the goals stated for the Elementary Schools by other documents developed in this Province. A comparison of the valuing, skills, and knowledge goals to set of goals and rationales developed by others calls their validity into question, and also leads to concern for their comprehensiveness. It was noted that a desire to leave the specific development of the program to individual teachers and their students resulted in no learning benefits from careful sequencing to provide cumulative learning, comparison, readiness, and review. Examination of the characteristics of children indicated that the stage of intellectual development described by Piaget for children in early school years would appear to make the prescribed use of Raths' valuing process unmanageably complex; while Havighurst's analysis of developmental tasks during the middle childhood stage would indicate that the topics chosen ignore the concerns of the child, and the opportunity to take advantage of the "teachable moment". Crowther's research and the production of resource units by several school systems were noted as indicators that the expectation that Elementary teachers have the time, expertise, resources, and desire to develop their own units from scratch may be unrealistic, and place an unmanageable load on teachers. Finally, several internal inconsistencies were noted which would seem to cause teachers difficulty in understanding and in implementing the program with the children in their classrooms.

As Ragan's quote pointed out in the introduction, the only curriculum which matters is that which exists in the experiences of children. For the reasons indicated above, the 1971 program may exist more on paper than in children's experiences.

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APPENDIX B.2

AN ANALYSIS OF THE 1971 SECONDARY SOCIAL STUDIES CURRICULUM

(T. Aoki and W. Werner)

The Alberta Social Studies program was conceived in the late 1960's during a period characterized by extensive curriculum reform. In the area of Social Studies reform, the Alberta Department of Education was, without doubt, at the forefront. From among the several curriculum reform models then available, this Department, almost alone in Canada, chose to select "value issues" as the venue for emphasizing the processes of valuing and inquiry.

This action by the Alberta Curriculum Branch was undoubtedly a positive thrust toward reform.

Almost a decade has passed since the initial step in the innovation was taken -- i.e. the revision of Social Studies 30. The possibility that the Curriculum Branch may soon move into a second phase of development seems a reasonable one. Thus it seems timely that a critical examination of the program now be made to serve as an input, if and when the Master Plan of the program, as articulated in Responding to Change, *is reexamined and revised.*

PURPOSE

The purpose of this paper is to examine the *perspective* of the Master Plan of the Alberta Social Studies program -- as reflected in Responding to Change.

In this connection, an interesting feature of the Alberta Social Studies program is its recognition of the importance of perspective. This can be seen in its advocacy for students to clarify different viewpoints of individuals and groups towards social issues:

> Since choices among alternatives depend on the values that are held by the chooser, Social Studies programs should provide for the exploration of value conflicts in our society and of the consequences of actions that follow from different value positions.
>
> (Responding to Change, 1974:2)

Underlying this concern for points of view is a premise that students live in a world characterized by increasing pluralism in perspectives. (Responding to Change, 1974:5). Further, in planning and implementing the program, teachers are given a specific guideline on pluralism:

> Does the program provide free and open inquiry into value issues by the students and does the teacher respect the students' right to hold points of view that differ from his own?
>
> (Responding to Change, 1974:53)

Implicit is an assumption that teachers and students should be identifying perspectives and the consequences of these perspectives for value issues.

The approach used in this analysis is the phenomenological method which allows a systematic examination of underlying perspectives (the foundational presuppositions, interests, and approaches) that shape our views and structure our experience of the social world. This approach requires that we question our taken-for-granted everyday experience. Such questioning must probe the foundational

> . . . that is, going to the roots, to the ground presuppositions that shape and guide human life -- and that this searching for foundations demands that we bring with us none of the usual operative baggage, the epistemological, methodological, metaphysical concepts we typically use in the course of our daily lives, theoretical or practical.
>
> (Zaner, 1973:28)

Even though the program supports critical analysis of various viewpoints by students, perspectives appear to be taken for granted. Indeed, questions may be raised about particular reality-views which underly the program and which are imposed upon teachers and students.

PROGRAM INTENTIONALITY: MAN

Various perspectives may be used by program developers for ordering and interpreting reality. Central to any one of these perspectives is a view of man and his world.

> All educational practice implies a theoretical stance on the educator's part. This stance in turn implies -- sometimes more, sometimes less explicitly -- an interpretation of man and the world. It could not be otherwise.
>
> (Freire, 1970b:205-206)

Implied within the Alberta Social Studies program and the practices it prescribes therefore, is a view of man and his relation to the world.

When the perspective concerning man is examined, it becomes evident that the major orientation of the Alberta program is technological. (Freire, 1970a). Within this technological framework, problems are defined in terms that allow for solutions through the application of technique designed to produce predictable ends by standardized means under specified conditions. (Smith and Meux, 1968:101-102) Primary objectives toward which technique is directed are: *control* of the problem and definitions of context in order that both may be fitted into a clear-cut strategy; *certainty* of solution assured through proper application of means; and *efficiency* in attaining outcomes. Under this instrumental logic, knowledge is judged for its capacity to increase control, certainty, and efficiency in problem-solving. Generally, the empirical-analytic knowledge of the sciences is called upon to provide rules and strategies, conditional predictions, and skills. Here, skills refer to the proper application of rules and strategies in goal attainment. Within a technological framework skills are emphasized because they "put us in a position to solve problems" (Habermas, 1972:355).

This technological orientation, called by Habermas purposive-rational, refers to

> . . . instrumental action or rational choice or their conjunction. Instrumental action is governed by technical rules based on empirical knowledge. In every case they imply conditional predictions about observable events, physical or social. These predictions can prove correct or incorrect. The conduct of rational choice is governed by strategies based on analytic knowledge. They imply deductions from preference rules (value systems) and decision procedures; these propositions are either correctly or incorrectly deduced. Purposive-rational action realizes defined goals under given conditions. But while instrumental action organizes means that are appropriate or inappropriate according to criteria of an effective control of reality, strategic action depends only on the correct evaluation of possible choices, which results from calculation supplemented by values and maxims.
>
> (Habermas, 1972:354)

PERSPECTIVE ON MAN: BASES

The primary perspective of any program is that directed toward the student and his social world; this viewpoint is implemented in (1) the intended outcomes, (2) instrumental content and (3) activities for teachers and students. In other words, what we teach and how we teach it reflects our conception of what man is and what he should be. Basic to any program is its perspective on man through which the human world is interpreted and made meaningful.

Because the bases that underly perspectives define differing man-world relationships, our choice of interests, presuppositions, and approaches in developing a program has consequences for how we view the student and for how he will view other men.

Three bases of a perspective are significant for identifying in programs a reality-view of man. These are *reality-guiding interests*, *approaches* and *presuppositions*. Selection decisions concerning instrumental content, intended outcomes and teacher/student activities are made in terms of these bases.

Reality Guiding Interests

Basic interests inherent in the techniques suggested by the Alberta program are those of control of student reality-constructing, certainty of prescribed outcomes, and efficiency of goal achievement. Knowledge is to have technical applicability in terms of these interests when applied to problem-solving (Responding to Change, 1974:2, 13, 90, 74).

In Responding to Change we find the following:

> Some of the major concepts needed in studying human behavior are outlined below. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.
> INTERACTION is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.
> ENVIRONMENT is, itself, an important concept which can be defined in terms of Time, Space, Culture and Systems. Man's interaction with his environment produces CAUSAL RELATIONSHIPS. In order to understand causality, one needs to recognize that behavior is affected by Goals, Norms, Technology, and Power. Since all man's interactions involve cause and effect relationships, he lives in a state of INTERDEPENDENCE. Interdependence may take the form of Cooperation and/or Conflict and may produce Stability and/or change.
>
> (Responding to Change, 1974:8)

In terms of our analytical framework, we can interpret the above as follows: the program developers who framed the above cast intellectually their own reality definitions and projects upon teachers and students, who in turn are to impose these definitions upon the social world.

That this control over teachers and students is to be extended over the public school career of the student is evident in the following:

> Major concepts listed are to be introduced early in the child's schooling, at a simple level and through experiences appropriate to his stage of maturation. In succeeding years, the concepts are to be treated with increasing depth and through different content material. Skills and values, as integral parts of the conceptual framework, are to be treated in the same spiral fashion.
>
> (Responding to Change, 1974:13)

All content selected for study is to be cast in a problem framework in which these major concepts are to be used in the defining of problems, and solutions are to be sought within the pre-defined matrix of concepts (Kuhn, 1970).

Concern is focussed on the method utilized rather than on the situation acted upon; technical control is deemed successful if method is properly applied.

Associated with intellectual and technical control is an interest in certainty. Certainty of outcomes in controlling student reality-constructing is assured by the use of suggested techniques (referred to in the program as strategies, inventories, checklists, criteria, formats, tables, modes, steps, designs, and lists); by proper sequencing (Responding to Change, 1974:3), organizing (Responding to Change, 1974:8), and structuring (Responding to Change, 1974:13) of learning "experiences"; and by the explicit detailing of proper methods for inquiry, valuing motivation, planning, skill and concept development, and for behavioral objectives. The methods and knowledge of Social Studies are designed to:

> . . . equip students to cope with a world of uncertainty now and perhaps of less certainty in the future. In other words, teachers must develop a concern in students that is future-oriented, using the wisdom of the social science disciplines as analogues and tools in trying to come to grips with these uncertainties. Strategies of inquiry combine the three components of the Social Studies in Alberta -- knowledge, skills and valuing -- to aid the student in dealing with these uncertainties.
>
> (Responding to Change, 1974:95)

The interest in technical control and certainty also implies an interest in efficiency. Throughout the Alberta program the efficient achievement of goals receives emphasis. Teacher planning is directed towards making student "learning" efficient; as this efficiency increases, so does control and certainty (Responding to Change, 1974:2, 13, 74, 90).

Interests in man and his world, therefore, evidenced within the program are suggestive of technical control, certainty, and efficiency. These interests are embedded within the approaches suggested in the Alberta Social Studies program for dealing with the student and the social world.

Approaches

The approach taken within the program to students and to human concerns is centered in technique -- the instrument of control, certainty, and efficiency. The handbook devotes much space to means deemed appropriate to solving technical problems; in fact, both the student and social world are defined within problem frameworks that allow for solution by technique. When a student approaches the world in terms of problems to which action can be applied, his orientation toward the world

> . . . is epitomized in a question he is always asking, "What's the problem?" And a problem . . . is something that can be plainly stated, got hold of, and solved. He looks at the world as if he were studying Euclidean geometry, going from problem to problem -- either dealing with those that present themselves or, often, looking for new ones to apply his method to . . . For such a mentality the problem corresponds to a group of abstractions from concrete objects and occasions. The prosaic man picks out these facts and thinks he has the entity itself;
>
> (Morgan, 1970:90)

A technical approach is essentially that of control. The relationship of subject to object is one of domination. In attempts to master and to improve the world, one controls people and objects in accordance with his objectives at hand. Pre-defined reality structures, particularly in the form of method, are transmitted by the program to control teacher planning and reality views, by teachers to control student experience, and consequently by students to control the social world. At each level a stance of domination is encouraged in the interests of control, certainty, and efficiency.

In the program there is a tendency to view social change as that which causes problems rather than as the on-going praxis of men who construct their social world over time (Responding to Change, 1974:2). "Responding to change" is considered within the Alberta program to be an application of the techniques and empirical-analytic knowledge of social science in order that students may:

> . . . cope with a world of uncertainty now and perhaps of less certainty in the future. In other words, teachers must develop a concern in students that is future-oriented, using the wisdom of the social science disciplines as analogues and tools in trying to come to grips with these uncertainties.
>
> (Responding to Change, 1974:95)

That is, students are to be equipped to seek certainty and stability within the constantly changing life-world.

Further, the program calls for free and open inquiry (Responding to Change, 1974:5, 13, 53), student interest and choices (Responding to Change, 1974: 2-11, 48-49, 64), student personal reality-constructing (Responding to Change, 1974: 93), and students having "the opportunity to make this world a more desirable place to live" (Responding to Change, 1974:5, 13). Also, the program states that

> the ultimate aim is to produce citizens who demonstrate personal, social, and civic behavior in which they constantly examine individual as well as societal values.

Yet, in producing such citizens, teachers are to "cooperate with the home, the church, and other social agencies in helping students find how to live and what to live for" (Responding to Change, 1974:5), are to help students "reconcile old and emerging values" (Responding to Change, 1974:64), are to design experiences that lead students "to a pride in Canada tempered with a world view (Responding to Change, 1974:11), are to examine value issues in terms of "physical and psychological well-being" (Responding to Change, 1974:98), and are reminded in the program that in planning units of study:

> One should take into account prevailing community attitudes in the selection of options. If a teacher perceives a need, he may want to investigate a certain problem, but should use discretion in the choice of materials, and in the development of content. He should not upset the community needlessly.
>
> (Responding to Change, 1974:46)

Within these constraints, the student is to examine the meaning of human dignity, freedom, equality, justic, empathy, and loyalty (Responding to Change, 1974:6). In other words, he is to interpret justice in terms of the present political and social status-quo of his community. It appears that social criticism, conflict, and dissent are encouraged only minimally within the program.

Presuppositions

One can readily support the program's recognition that man is central in Social Studies. It is made explicit in the program's initial theme: "What is Man?" (Responding to Change, 1974:21). However, the range of possible answers is restricted by the program's interests and approaches directed towards the student and the social world. The program tends to standarize man by its various taxonomies and other schemes that abstract and objectify man.

Such a view of man tends to disregard him as a conscious being who intentionally relates to his world in a multitude of ways, who constructs social realities in an ongoing praxis, and who intersubjectively imposes meaning upon his world. The value issues suggested in the program are loaded with human meaning -- indeed, they are issues because of different human intentionalities. But when students are to examine these issues in terms of "the interaction process" and its concepts (Responding to Change, 1974:7-8), through key questions, concepts and problems (Responding to Change, 1974:21-45), and by means of diverse techniques that disregard in general human consciousness, problems are apt to be defined and solved abstractly within a framework of control, certainty, and efficiency. Similarly, teachers are to understand students primarily not so much in terms of the creativity, uniqueness, relevancy structures, and histories that characterize them, but in terms of assessed needs, demonstrable behavior, and various taxonomies. Referring to the nature of the learner, the program views the student by means of cognitive, affective, and skill categories, objectives and methods. Human experience is thus fragmented, allowing the possibility of technique to be directed towards manipulating each of these parts in terms of efficiency.

One needs to consider that by reducing intentionality to behavior, to taxonomies and to needs, there is a danger of viewing man and his relationship with the world as technical problem-solving that can be executed without too much concern for human meaning and without a questioning of the appropriateness of the applied procedures.

Further, the program recognizes the importance of allowing such student to enhance his personal meaning and understanding of humanness:

> By definition, values are personal things -- and their development is a personal and lifelong process. Process is emphasized, for in a rapidly changing world each person develops habits of examining his purposes, aspirations and attitudes if he is to find the most intelligent relationship between his life and the surrounding world. It has been said that the primary goal of education is to create and maintain a humane society. The new curriculum allows students to explore ways and means of enhancing the humanness of humanity.
>
> (Responding to Change, 1974:64)

However, what is uniquely human is standardized and reduced to the level of physical phenomena by seven criteria in the interests of control, certainty, and efficiency:

> To be significant the value issue must meet Raths' seven criteria of what is worth clarifying . . . and also have a sense of immediacy and poignancy.
>
> (Responding to Change, 1974:65)

So treated, values become natural phenomena (Lewis, 1965:74). Further, students are conditioned to judge value in terms of a scheme. Values are to be understood within the same epistemological framework as are objects of the world. What becomes important is technique:

> The process by which a student arrives at his values is more important than the value position he obtains . . . The primary purpose of the process is to prepare students for confronting public issues rationally rather than to demonstrate the validity of any particular point of view.
>
> (Responding to Change, 1974:64).

The valuing process has become content (Responding to Change, 1974:64) and by focussing primarily on processes rather than on values, the question of norms tends to be bypassed. In other words, the perspective of the new program on man is not rendered problematic when the actions of teacher and students remain technical ones (Habermas, 1972:365).

What may result by this stance is the possible deemphasis of human qualities and characteristics of the human condition such as awe, mystery, conflict, ambiguity, uncertainty, meaning, purpose, and personal biography. (Apple, 1974:8-9).

PERSPEC[illegible]ON MAN: SCHEMES OF REFERENCE

Social reality [illegible]dered and interpreted in the program by various schemes that place things [illegible] reference to one another. For the student the program supplies major concepts and key questions through which he is to make sense out of the social world (Responding to Change, 1974:21-45); similarly, for the teacher, the program provides explicit schemes for interpreting the student and his acts. It is in these schemes that the interests, approaches, and presuppositions discussed in the previous section are operationalized within the program.

Three different types of ordering and interpretive schemes (interest-at-hand, stocks-of-knowledge, and logics-in-use) are directed towards the student within the program.

Interests-at-hand

Interests-at-hand refer to the immediate goals and plans outlined in the program as behavioral objectives (Responding to Change, 1974:15-20, 51-54). Students are to demonstrate clear-cut and hierarchical behaviors: seven steps of a "valuing process", five steps for "internalizing a value complex", six steps for "the solving of some intellectual task", and six steps for "dealing with social problems" (Responding to Change, 1974: 5-11). These behavioral objectives are examples of manipulative technique designed to serve the interests of control, certainty, and efficiency.

Randomness and deviance tend to be eliminated by these standardized schemes of reference:

> The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. More detailed planning of learning opportunities is the responsibility of each teacher and class. All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.
>
> (Responding to Change, 1974:8)

Success of a unit of study and of student achievements are to be evaluated in terms of the stated objectives (Responding to Change, 1974: 15-16, 52-59).

Stocks-of-knowledge

Stocks-of-knowledge refer to the taxonomies, lists, models, charts, methods, and check lists found in the program. They provide not only points of reference within which students may be classified and interpreted but also rules for motivating, evaluating, and planning for students. These standarized stocks-of-knowledge become perceptual screens through which educational reality is precisely ordered within the program, and when applied by teachers to students, also within classrooms. Having demonstrated his valuing, knowledge, and skills behavior, a student may be placed within various schemes of reference, assessed in reference to his particular level or stage of competence, and have appropriate technique applied to him. Certainty of outcome is dependent upon the degree of efficiency and of control afforded by the various stocks-of-knowledge:

> . . . the orientation seems to lead to a basic interest in gaining certainty in the interaction among human beings and attempting to control (in the strong sense of the term) the environment to guarantee this certainty. The entire orientation seeks to eliminate the ambiguity and uncertainty that makes human action a personal statement, thus also effectively depersonalizing human interaction.
>
> (Apple, 1974:22)

Logic-in-use

Logic-in-use refers primarily to those principles used to direct procedure in ordering and interpreting the world. Within the Alberta program the ongoing logic provided to teachers and students for guiding their reality-constructing is that of clear-cut boundaries, classifications, process-product concerns, dependency upon one, and analysis. This may illustrate, as Apple suggests,

> . . . that in general educators have appropriated the reconstructed logic of science rather than the logic-in-use of scientific investigation. Their view of scientific activity as the expert and efficient means to guarantee certainty in results has been fundamentally inaccurate. It represents a picture drawn from technological models of thought.
>
> (Responding to Change, 1974:15)

Throughout the program clear-cut boundaries are emphasized. Concern is shown for "a clear, consistent and defensible system of values" (Responding to Change, 1974:5), little overlap and repetition of subject and resouce material (Responding to Change, 1974:11, 46), selection of content that illustrates concepts "in concrete, simple, and specific forms" (Responding to Change, 1974:21), hierarchies of skills and objectives (Responding to Change, 1974:5-6, 74, 89), behavioral objectives stated clearly and precisely (Responding to Change, 1974:15, 48, 51, 54), "careful structuring of the order or sequence of learning experience" (Responding to Change, 1974:3, 8-9, 13, 15, 52-53, 75), structuring of knowledge -- facts, concepts, and generalizations (Responding to Change, 1974:2, 8, 13-14, 90-95), a variety of discrete procedural steps, and many other instances of clear definition. The program in effect asks teachers and students to experience and understand reality in terms of clear-cut boundaries. There appears to be a possibility that reality is reduced to statements of facts, concepts, generalizations, processes, and organizational sequences within the program. There is also a possibility, therefore, that reality is reduced to a standardized category, a predefined explanation, and a predictable case.

What could be serious is the possibility that students and teachers become altogether dependent upon one perspective for apprehending reality. In other words, the program could become encapsulated within its own perspective. For example, in stating that students should be learning how to value and inquire, the program presents one clear-cut view of inquiry and of valuing:

> It must be emphasized that since there is no truly universal set of values, and since present values are undergoing change, the only valid productive activity for teachers is the teaching of the value-clarification skills.
>
> (Responding to Change, 1974: 64; emphases added)

As such, the program's ordering and interpreting of reality has become absolute; stress upon "the problem-solving scientific method" and "the process of valuing" emphasizes one way of apprehending reality (Responding to Change, 1974:64,89). Such monopolarization, argues Maruyama, "compels the individual to formulate a clear, coherent and systematically simplified image of the universe" (Maruyama, 1966:134). Accommodation for alternative perspectives on man seems to be called for in the program.

Of the various logics that characterize the Alberta program, analysis and clarification are primary. The language of value clarification suggests a "medical model" in which student needs are to be diagnosed, assessed, and proper remedies applied. Mechanical metaphors of systems analysis and management imply a factory input-output model of schooling; similarly, the language of planning characterizes student acts in terms of terminal behaviors, various process concerns, and efficiency. Lists of provided concepts encourage students to approach the human world in terms of needs, problems, causes and effects, and so on, rather than in terms of human intents, meanings, acts, and viewpoints (Responding to Change, 1974: 7-9, 13-14, 21-45, 93-95). This analytical control of fellowmen makes Social Studies, in the words of Lewis, like a dissecting room in which "we cut up dead men" (1965:81). Broad typifications applied in the program to groups of people replace uniqueness and heterogeneity with a sense of anonymity in which humans are dealt with as various classes of objects, e.g., "pre-industrial", "Afro-Asian", "Western", etc. Such broad typifications are referred to as "raw facts" to which analysis can be applied in formulating abstractions referred to as "generalizations" (Responding to Change, 1974:13-14). This analytic control has implications for the student's understanding of man; having made man an object of technical control by our language and metaphors, the object tends to be "stripped of its qualitative properties and reduced to mere quantity" (Lewis, 1965:82).

PERSPECTIVE ON MAN: CONTEXT

There is a context within the Alberta program that maintains a particular point-of-view on man. This context includes reality coordinates for defining man and for prescribing student experience.

Reality Coordinates

Of the multiple realities within which Social Studies programs are developed, the Alberta program's context is basically that of technology. Reality definitions within the program have been influenced by three boundary beliefs designed to orientate teachers to Social Studies and to guide their acts of reality-constructing with students:

> Three factors have an impact on the instructional program wherever the education of youth has been institutionalized in some type of formal schools. These factors include: the nature of society, the nature of the learner, and the nature of the related disciplines. The change in society, the expansion of the social sciences, and increased knowledge about the learner have influenced our priorities and emphasis in the instructional program to be offered. It is in the unity of these three -- the child, the society, and organized knowledge -- that future excellence in the schools will be found.
>
> (Responding to Change, 1974:2; emphasis added)

This view of "the child, the society, and organized knowledge" is unified by technologically orientated interests, approaches, and presuppositions. The "nature" of the society and the learner are defined in a framework that extends technical control over both; similarly, the "nature" of knowledge is defined in terms of its technical applicability for application to both society and the learner. Social reality is constructed and imposed upon students, within the following three coordinates:

(1) First, social reality is defined within a problems framework:

> Our society is continually changing. Futurists tell us that the probable shape of tomorrow's world will include the following: Technological innovation will continue to develop at an accelerating rate, bringing with it change; population trends will continue to zoom, resulting in intensified problems of urban living; the most highly developed economies will move beyond the industrial state to the post-industrial level (emphasis on services rather than primary industry), requiring a continuing education for the periodic retraining for careers and leisure; and governmental institutions will continue to expand their functions. As society changes, so will its problems change. The emerging society presents alternatives from which choices can be made. Decisions will have to be made regarding conflicts among nations; the increasing gap between the affluent and the poor; the effective participation in the decision-making process; the protection of human rights; and the enhancement of the human condition.
>
> (Responding to Change, 1974:2)

The program's technological stance vis a vis human situations compels students to define the social world in terms of clear-cut problems and to use provided techniques to seek possible solutions (Responding to Change, 1974:21-45). This problem-solving activity orientates students to the world in terms of pre-defined key questions and concepts and by means of proper methods and skills.

For example, in framing a value issue on standard of living, i.e., "To what extent should man use human and natural resources to improve his standard of living?", program developers have stressed a technological approach to the "problem". What might be considered is the inclusion of approaches that permit questioning of presuppositions and values underlying the issue or the meaning of standard of living to various groups (Responding to Change, 1974:28). In the program, in seeking "possible solutions to the problem", students are guided by questions concerned with efficiency, improvement, consumption, and management. Concepts provided channel students toward treating standard of living as a problem to be solved primarily by application of proper technique, definitions, and conceptual analysis. This approach may be overly restrictive and may obscure questions related to differing interpretations of the problem, political ideologies in which inequalities are legitimized by various groups, and taken-for-granted assumptions related to the worth of continued growth and improvement.

(2) Second, knowledge is defined within a single epistemological framework:

> The social sciences are changing rapidly as the "knowledge revolution" accelerates. The acceleration of social science research has increased the quality of available data (specific information, organizational structures and methods of inquiry) from which choices must be made.
>
> (Responding to Change, 1974:2)

Consequently, teacher planning is to be within defined knowledge boundaries:

> As the social sciences are transformed, their emerging scope and emphasis must be reflected in the social studies on a continuing or evolving basis.
> The program should be organized around concepts and generalizations from all the social sciences, and the traditional dominance of chronological history should be ended.
>
> (Responding to Change, 1974:3)

Social sciences are deemed necessary for providing technically applicable knowledge in the form of "specific information, organizational structures and methods of inquiry" for defining and solving social problems (Habermas, 1972:354, 361). Because this epistemological orientation towards social problems is to be "scientific" rather than hermeneutical or political, control of problems and certainty of outcomes is assured on the basis of research methodology and quantity of information provided by the empirical-analytic sciences. Therefore, the framework of concepts, key questions, and methods provided as a perceptual screen for approaching the world places students and teachers in a relation of control vis a vis the prescribed issues. In other words, knowledge is viewed as that which has technical applicability through its application to social problem-solving. What needs to be considered are other modes of knowing related to how individuals and groups give meaning to their own situations, how they define their reality and acts, and how they interpret social problems and possible solutions.

(3) Third, student reality is defined within coordinates of psychological learning theory:

> A student's readiness for learning is now seen to be closely related to the individual background of experience, as well as being influenced by his maturational stage. Instead of waiting for the learner to achieve readiness of his own, the school may possibly assist by deliberately providing experiences to develop a background for understanding topics or problems that are introduced.
> Individual differences in learning should be recognized by educators. Homogeneous grouping is suspected of generating self-fulfilling prophecies of failure for students labelled as "slow", and creates expectations that inhibit effective development of the potential students assigned to "standard" groups. Some students gain insight easily through independent study, while others seem to make progress more rapidly when they have much interaction with others. Some profit from rather highly structured learning situations; others do well when permitted, or even required, to develop much of the structure for themselves.
> Learning within an organized structure is efficient. Specific facts become meaningful when their relationship to concepts and generalizations is understood. Conclusions and generalizations developed from facts studied in an organized context are retained longer and, if forgotten, are more easily reconstructed. Transfer of learning is likely to be enhanced.
>
> (Responding to Change, 1974:2)

By defining "the nature of the learner" within the language framework of "needs", "behavior", "readiness for learning", "stages", "individual differences", "efficiency", transfer of learning","levels of student ability", and so on, the program both objectifies students in order that they may be acted upon in various ways and transforms them in Buber's terms from a "Thou" to an "It" (Responding to Change, 1974: 2, 50). Students are processed by a variety of techniques, sequences, and organizational structures, presumably gleaned from certain social sciences. His objectification is completed by being processed through behavioral objectives and standardized by various taxonomies. Although there is support for student involvement in program development, the language of planning is that of control:

> The planning of a Unit of Study for use with a particular class of students should be preceded by an *assessment* of the students in the class -- a *diagnosis of their needs*, problems, interests, background, and social learning. Through a *survey* of the students' school records, class discussions, and the assignment of written themes and responses, the teacher may discover the students' *strengths and weaknesses*, the problems and concepts which *need* to be *studied in the projected unit*, the attitudes and values which *need* to be clarified, and the skills which *need* to be strengthened.
> Much of this knowledge will have to be gathered as the unit of study is developed with the students, but the preliminary *diagnosis* should assist the teacher in making the first decisions about objectives, content, learning experiences, and instructional materials for the unit of study.
>
> (*Responding to Change*, 1974:51; emphasis added)

This methodological framework through which "the nature of the learner" is established and controlled reflects a "viewpoint of possible technical control" (Habermas, 1972: 361). What might be considered is an extension of the framework to accommodate other modalities such as teaching acts that guide students and those acts that help students understand their relevancies and perspectives.

IMPLICATIONS

Perspective bases, schemes of reference, and context evident within the Alberta program suggest an orientation in which man tends to be viewed as an object processed by technique in the interests of control, certainty, and efficiency. As an instrument for reality defining within the classrooms, the Alberta program will tend to serve the interests that constituted it. This perspective, therefore, has certain implications.

Man's ability to treat himself as he will means that some men have the power "to make other men what they please" (Lewis, 1965:72). That programs are an application of power to define reality for teachers and for students is often recognized, but what is neglected are questions implied by such control: Control by whom? Control for what purpose? Control within what normative boundary conditions? Control based upon what image of man? Because these guide our actions, what needs to be made clear are the presuppositions and the metaphors we adopt. What might be done is to clarify the guiding norms of the Alberta Social Studies program.

The emphasis of the Alberta program on technological metaphors urges one to heed Macdonald and Clark, who feel that "the most fundamental problems today are moral ones, not scientific or technical" (1973:412). If such is the case, a variety of metaphors and perspectives are needed for approaching man and his world. *The issue, then, is not whether an interest in technical control is appropriate as a framework for studying the acts and intentions of fellowmen -- obviously it is necessary to a certain extent in programs -- but whether there should be a predominant dependence upon this one framework in Social Studies.* Other perspectives are now available for developing programs and for interpreting the social world (Morgan, 1970; Habermas, 1971; Van Manen, 1974). Rather than a dependence upon one orientation, Social Studies needs, in the words of Morgan, to recover "the never-final-, discord-and-risk-embracing, living unity of different approaches to the world and of the many facets of the human being" (1970:xv).

A program is based upon an image of what the person is. In view of this premise for program development, any future revision of the Alberta Social Studies program may well give serious consideration to extending itself to allow alternative perspectives among which the existing perspective will be one. Such a revision would indeed be a fulfillment of pluralism which, in essence, the existing program supports.

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THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX C

QUESTIONNAIRE SURVEY OF TEACHERS, STUDENTS AND PARENTS

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Computer analyses of the questionnaire data were conducted by R. Jackson with technical advice from G. Grobin.

The report was written by Barbra Downey.

APPENDIX C

QUESTIONNAIRE SURVEY OF TEACHERS, STUDENTS AND PARENTS

The questionnaire survey was but one of the four major research activities included in this assessment project. In general, the object in using the questionnaire technique was to give scope and breadth to the project. More specifically, the purposes of the survey were: first, to learn the attitudes and opinions of teachers, students and parents with respect to a series of issues; and second, to obtain certain kinds of descriptive information about the operation of the Social Studies program.

METHODS AND REPORTING TECHNIQUES

Detailed descriptions of the techniques of sampling, instrumentation, distribution and collection, and analyses are provided in Addendum #1 to this appendix.

Total numbers of respondents were: 737 teachers, 525 students, and 306 parents.

In our analyses we proceeded as follows: first, simple frequency distributions were run of the responses to all questions; second, in cases where there appeared to be a good deal of variance, frequencies were cross-tabulated against respondent-characteristic data; and finally, chi-square tests of significance were run on the differences.

We shall report our findings question by question. In the case of open-ended questions, the report will take the form of a discussion of the most common responses. In all other cases, frequencies will be reported as percentages and differences among the responses of sub-groups will be reported and discussed -- when they are statistically significant beyond the .05 level.

I. FINDINGS -- THE TEACHER SURVEY

In Section I of the Questionnaire, we asked three open-ended questions: (1) What, in your view, are the two major strengths of the Social Studies program? (2) What are the two major weaknesses? (3) What suggestions do you have for improving the program?

The responses were as follows:

1. The program strengths most frequently cited by teachers were: *(1) the freedom and flexibility it allows for student-teacher planning; (2) the inter-disciplinary nature of the content which permits it to be integrated with the content of other subject areas; (3) the emphases upon valuing, decision-making and critical thinking; and (4) the well-formulated scope and sequence of the program.*

2. The weaknesses cited were: *(1) lack of appropriate resources; (2) too much emphasis on the affective domain and the valuing process which lead to methodological problems and a resulting nebulousness in the program; (3) lack of history and geography -- especially Canadian; (4) the unrealistic aspects of local teacher program development -- in terms of time and resources; and (5) the lack of appropriate textbooks and teacher guides.*

3. Recommendations for improvement included: *(1) more and better resource materials; (2) more Canadian materials; (3) more in-service activities; (4) more time, money, and consultation for program development -- particularly in rural areas; and (5) more comprehensive and more structured program guides.*

In Section II, we confronted respondents with a number of assertions, "ought to" statements about the Social Studies, and asked them to agree or disagree. Below, the questions are stated verbatim and responses are reported in percentages.

4. In a Social Studies program, emphases should be placed on:

(a) Knowing what happened to people in the past

Undecided	*5*	*7*
No response	*2*	
Agree	*65*	*81*
Strongly Agree	*16*	
Disagree	*11*	*12*
Strongly Disagree	*1*	

(b) Knowing current happenings in societies and cultures

Undecided	*2*	*3*
No response	*1*	
Agree	*55*	*96*
Strongly Agree	*41*	
Disagree	*1*	*1*
Strongly Disagree	*0*	

(c) Seeking relationships between actions and consequences

Undecided	*7*	*8*
No response	*1*	
Agree	*48*	*90*
Strongly Agree	*42*	
Disagree	*1*	*2*
Strongly Disagree	*1*	

(d) Deciding about desired conditions for man and society

Undecided	*16*	*17*
No response	*1*	
Agree	*47*	*74*
Strongly Agree	*27*	
Disagree	*8*	*9*
Strongly Disagree	*1*	

(e) Making decisions about courses of action people should take

Undecided	*17*	*20*
No response	*3*	
Agree	*43*	*66*
Strongly Agree	*23*	
Disagree	*12*	*14*
Strongly Disagree	*2*	

5. The Alberta Social Studies program should provide a set of society's values that must be taught.

Undecided	*16*	*-20*
No response	*4*	
Agree	*21*	*-27*
Strongly agree	*6*	
Disagree	*31*	*-53*
Strongly disagree	*22*	

[Though this question generated differences among respondents, these differences are attributable to the various interpretations placed on the question. This we gleaned from written comments.]

6. In local program development, the Department of Education curriculum guides should be used as the basis of program development.

Undecided	*20*	*-23*
No response	*3*	
Agree	*52*	*-60*
Strongly agree	*8*	
Disagree	*14*	*-17*
Strongly disagree	*3*	

7. Translating the provincial curriculum into units of study should be the responsibility of teachers at the local level.

Undecided	*13*	*-15*
No response	*2*	
Agree	*43*	*-67*
Strongly agree	*24*	
Disagree	*12*	*-18*
Strongly disagree	*6*	

8. Value issues discussed in the classroom should reflect concerns of:

(a) Parents

Undecided	*11*	*-16*
No response	*5*	
Agree	*61*	*-72*
Strongly agree	*11*	
Disagree	*9*	*-12*
Strongly disagree	*3*	

(b) The teacher

Undecided	*9*	*-15*
No response	*6*	
Agree	*58*	*-68*
Strongly agree	*10*	
Disagree	*13*	*-17*
Strongly disagree	*4*	

(c) The student

Undecided	*5*	*- 7*
No response	*2*	
Agree	*57*	*-90*
Strongly agree	*33*	
Disagree	*2*	*- 3*
Strongly disagree	*1*	

8. (d) Community groups

Undecided	15	-22
No response	7	
Agree	59	-67
Strongly agree	8	
Disagree	9	-11
Strongly disagree	2	

(e) Churches

Undecided	19	-31
No response	12	
Agree	37	-43
Strongly agree	6	
Disagree	17	-26
Strongly disagree	9	

[Differences among responses on this item are attributable to type of school -- i.e. Public or Separate. Whereas only 37.8% of the public school teachers agreed, 70.2% of the separate school teachers agree. (Sig. level -- .0001)]

9. A Social Studies textbook should be prescribed by the Department for each grade.

Undecided	14	-18
No response	4	
Agree	22	-40
Strongly agree	18	
Disagree	24	-42
Strongly disagree	18	

[Differences on this item are attributable to amount of experience -- but in a curious way. The more the experience, the more they agree. Only 29% of the teachers with less than 6 years experience agree; but 51% of the teachers with more than 15 years experience agree. (Sig. level -- .03). Also, more than 60% of Calgary teachers disagree compared to about 35% of all others. (Sig. level -- .0002)]

10. The outline of content prescribed by the Department of Education is broad enough to allow teachers to plan activities of their choice.

Undecided	3	-6
No response	3	
Agree	60	-89
Strongly agree	29	
Disagree	4	-5
Strongly disagree	1	

11. The Social Studies program should be interdisciplinary rather than based on separate disciplines.

Undecided	13	-18
No response	5	
Agree	49	-74
Strongly agree	25	
Disagree	6	-8
Strongly disagree	2	

12. Departmental Social Studies final examinations should be mandatory for:

(a) Grade 9 students

Undecided	*14*	*-27*
No response	*13*	
Agree	*14*	*-32*
Strongly agree	*18*	
Disagree	*19*	*-41*
Strongly disagree	*22*	

[Differences among responses on this item relate to teaching level. Only 27% of the elementary teachers strongly disagree, but a full 60% of the secondary teachers strongly disagree. (Sig. level -- .0001)]

(b) Grade 12 students

Undecided	*12*	*-25*
No response	*13*	
Agree	*19*	*-40*
Strongly agree	*21*	
Disagree	*16*	*-35*
Strongly disagree	*19*	

[As in the case of 12.a, differences of opinion on this item related to level of instruction. Senior secondary teachers disagreed at a 44.2% level with departmental examinations, while junior high teachers disagreed at only a 34.7% level, and elementary teachers disagreed at only about a 29% level. (Sig. level -- .0001)]

13. Canadian content in the Social Studies programs should be increased.

Undecided	*7*	*- 9*
No response	*2*	
Agree	*28*	*-82*
Strongly agree	*54*	
Disagree	*8*	*- 9*
Strongly disagree	*1*	

In Section III of the questionnaire, we presented a further set of assertions about what ought to be and asked our respondents to answer in two ways: first, in terms of whether or not they agree; and second, in terms of whether or not the situation prevailed in their own classroom.

14. A. The major emphasis of the Social Studies program should be its value orientation.

Undecided	*19*	*-23*
No response	*4*	
Agree	*39*	*-45*
Strongly agree	*6*	
Disagree	*24*	*-32*
Strongly disagree	*8*	

B. In my classroom the major emphasis of the Social Studies program is its value orientation.

No response - 14

Always	*2*	*-60*	*Seldom*	*25*	*-26*
Often	*58*		*Never*	*1*	

[Interestingly, on the "should be" aspect of this question (14.A), respondents differed by school system -- with separate school teachers agreeing at a 54.6% level, compared to a 42.1% level for public school teachers, that the value orientation should be the major emphasis. (Sig. -- .04) But on the "what is" aspect (14.B) respondents differed by level of instruction -- with 68.3% agreement at the grade 10-12 level, 62.7% at the 7-9 level, 52.0% at the 4-6 level, and 61.4% at the K-3 level, that the value orientation is in effect. (Sig. -- .02)]

15. A. The Social Studies program should provide for the exploration of student feelings.

Undecided	*7*	*- 8*
No response	*1*	

Agree	*66*	*-86*	*Disagree*	*5*	*- 6*
Strongly agree	*20*		*Strongly disagree*	*1*	

B. In my classroom the Social Studies program does provide for the exploration of student feelings.

No response - 8

Always	*8*	*-74*	*Seldom*	*18*	*-18*
Often	*66*		*Never*	*0*	

16. A. The Social Studies should deal with controversial issues in the classroom.

Undecided	*12*	*-14*
No response	*2*	

Agree	*58*	*-81*	*Disagree*	*3*	*- 5*
Strongly agree	*23*		*Strongly disagree*	*2*	

B. I do deal with controversial issues in my classroom.

No response - 9

Always	*5*	*-55*	*Seldom*	*33*	*-36*
Often	*50*		*Never*	*3*	

[The greater the number of years of training, the more teachers claimed to deal with controversial issues; the range was from 69.2% for those with more than 7 years to 23.2% for those with only 1 year. (Sig. -- .002) Also, history, social science, and geography majors (in that order) claimed to deal more in controversial issues than did other majors. (Sig. -- .0001)

16. B. (continued)

And the higher the level of instruction, the more teachers claimed to deal with controversial issues; the range was from 80% for senior high teachers, to 66% for junior high, to 46.3% for elementary, to 33.3% for primary. (Sig. level -- .0001)]

17. A. Students should study human behavior from many points of view.

Undecided	4	-6
No response	2	
Agree	57	-92
Strongly agree	35	
Disagree	1	- 2
Strongly disagree	1	

B. In my class students do study human behavior from many points of view.

No response - 10

Always	11	-71
Often	60	
Seldom	18	-19
Never	1	

18. A. Teachers should have time to plan their Social Studies program during the regular school day.

Undecided	4	-5
No response	1	
Agree	32	-92
Strongly agree	60	
Disagree	2	- 3
Strongly disagree	1	

B. I do have time to plan my Social Studies program during the regular school day.

No response - 3

Always	9	-19
Often	10	
Seldom	45	-78
Never	33	

19. A. Society should expect to have its policies and leaders challenged in Social Studies classes.

Undecided	10	-13
No response	3	
Agree	54	-82
Strongly agree	28	
Disagree	3	- 5
Strongly disagree	2	

B. In my classroom the policies and leaders of society are challenged.

No response - 12

Always	5	-38
Often	33	
Seldom	35	-50
Never	15	

19. (continued)

[Responses to the "what is" aspect of this question varied according to years of training, university major, and level of instruction. The longer the period of teacher education, the more the policies and leaders of society were challenged in the classroom. (Sig. level -- .0001). The higher the level of instruction, the greater the extent of the challenge. (Sig. level -- .0001). And history, geography, and social science majors (in that order) claimed that society's policies and leaders were challenged in their classrooms more than did other majors. (Sig. level -- .0001)]

20. A. In the Social Studies program the dominance of history should be ended.

Undecided	17	-23
No response	6	

Agree	21	-26	*Disagree*	37	-51
Strongly agree	5		*Strongly disagree*	14	

[Teachers with 4-5 years of training disagreed with this statement at a 39.5% level. But the disagreement increased both with less training, to 53.3% at the 1-year level, and with more training, to 50% at the 7-year level. (Sig. -- .04) Also, 57% of the history and English majors disagreed -- compared to 36% of the geography and social science majors. (Sig. level -- .03)]

B. In my classroom the dominance of history in the Social Studies program has ended.

No response - 24

Always	3	-32	*Seldom*	32	-44
Often	29		*Never*	12	

[While 37.8% of teachers of grades 7-9 claimed that the dominance of history had ended in their classrooms, only 35.1% of teachers of 10-12, 30.3% of teachers of 4-6, and 26.2% of teachers of K-3 were prepared to make such a claim. (Sig. -- .006)]

21. A. During some of Social Studies class time students should be involved with people in the community.

Undecided	11	-12
No response	1	

Agree	62	-84	*Disagree*	3	- 4
Strongly agree	22		*Strongly disagree*	1	

B. My Social Studies students are involved with people in the community during some of their class time.

No response - 8

Always	1	-20	*Seldom*	57	72
Often	19		*Never*	15	

22. A. Every school should have a common statement of objectives for the Social Studies program offered.

Undecided	*17*	*-23*
No response	*6*	
Agree	*43*	*-58*
Strongly agree	*15*	
Disagree	*15*	*-19*
Strongly disagree	*4*	

B. My school does have a common statement of objectives for the Social Studies program offered.

No response - 23

Always	*8*	*-26*
Often	*18*	
Seldom	*27*	*-51*
Never	*24*	

23. A. Objectives of the Social Studies program should be stated in behavioral form.

Undecided	*26*	*-38*
No response	*12*	
Agree	*35*	*-42*
Strongly agree	*7*	
Disagree	*14*	*-20*
Strongly disagree	*6*	

B. In my classroom objectives of the Social Studies program are stated in behavioral form.

No response - 24

Always	*6*	*-33*
Often	*27*	
Seldom	*30*	*-43*
Never	*13*	

24. A. Student attainment in Social Studies should be reported in:

(a) Percentages

Undecided	*10*	*-26*
No response	*16*	
Agree	*27*	*-36*
Strongly agree	*9*	
Disagree	*16*	*-38*
Strongly disagree	*22*	

(b) Parent-teacher interviews

Undecided	*8*	*-58*
No response	*50*	
Agree	*15*	*-33*
Strongly agree	*18*	
Disagree	*7*	*- 9*
Strongly disagree	*2*	

(c) Letter grades

Undecided 14
No response 17]-31

Agree 37
Strongly agree 8]-45

Disagree 14
Strongly disagree 10]-24

(d) Written comments

Undecided 6
No response 7]-13

Agree 56
Strongly agree 26]-82

Disagree 4
Strongly disagree 1]- 5

B. In my classroom student attainment in Social Studies is reported in:

(a) Percentages

No response - 15

Always 27
Often 16]-43

Seldom 10
Never 32]-42

(b) Parent-teacher interviews

No response - 14

Always 15
Often 37]-52

Seldom 28
Never 6]-34

(c) Letter grades

No response - 16

Always 22
Often 20]-42

Seldom 14
Never 28]-42

(d) Written comments

No response - 13

Always 26
Often 38]-64

Seldom 15
Never 8]-23

25. A. Each of the following should have responsibility for selecting controversial issues to be dealt with in the classroom:

(a) Teachers

Undecided 2
No response 3]- 5

Agree 59
Strongly agree 34]-93

Disagree 1
Strongly disagree 1]- 2

25. A. (continued)

(b) Parents

Undecided 24
No response 7]-31

Agree 37
Strongly agree 5]-42

Disagree 19
Strongly disagree 8]-27

(c) Students

Undecided 7
No response 3]-10

Agree 62
Strongly agree 23]-85

Disagree 4
Strongly disagree 1]- 5

(d) School Administration

Undecided 19
No response 8]-27

Agree 37
Strongly agree 5]-42

Disagree 20
Strongly disagree 11]-31

(e) School Boards

Undecided 19
No response 12]-31

Agree 25
Strongly agree 3]-28

Disagree 25
Strongly disagree 16]-41

B. Each of the following do have responsibility for selecting controversial issues dealt with in my classroom.

(a) Teacher

No response - 11

Always 31
Often 46]-77

Seldom 9
Never 3]-12

(b) Parents

No response - 14

Always 1
Often 6]- 7

Seldom 25
Never 54]-79

(c) Students

No response - 13

Always 7
Often 46]-53

Seldom 28
Never 6]-34

25. B. (continued)

(d) School administration

No response - 16

Always 3
Often 13]-16

Seldom 27
Never 41]-68

(e) School boards

No response - 18

Always 3
Often 10]-13

Seldom 20
Never 49]-69

26. A. In planning programs of instruction at the school level, the Home should be involved in the determining of:

(a) Program goals and objectives

Undecided 20
No response 8]-28

Agree 31
Strongly agree 4]-35

Disagree 28
Strongly disagree 9]-37

(b) Instructional resources

Undecided 19
No response 9]-28

Agree 29
Strongly agree 4]-33

Disagree 28
Strongly disagree 11]-39

(c) Learning activities

Undecided 19
No response 9]-28

Agree 28
Strongly agree 4]-32

Disagree 28
Strongly disagree 12]-40

B. In planning programs of instruction at the school level, the Home is involved in the determining of:

(a) Program goals and objectives

No response - 14

Always 1
Often 4]- 5

Seldom 24
Never 57]-81

26. B. (continued)

(b) Instructional resources

No response - 13

Always	*1*	- 9
Often	*8*	
Seldom	*26*	-78
Never	*52*	

(c) Learning activities

No response - 15

Always	*1*	- 9
Often	*8*	
Seldom	*23*	-76
Never	*53*	

27. A. In planning programs of instruction at the school level, the Church should be involved in the determining of:

(a) Program goals and objectives

Undecided	*1*[illegible]	-29
No response	*12*	
Agree	*16*	-18
Strongly agree	*2*	
Disagree	*29*	-53
Strongly disagree	*24*	

[A full 59.3% of the public school teachers disagreed that the Church should be so involved -- but only 26.9% of the separate school teachers disagreed. (Sig. level -- .0001)]

(b) Instructional resources

Undecided	*17*	-29
No response	*12*	
Agree	*14*	-16
Strongly agree	*2*	
Disagree	*31*	-55
Strongly disagree	*24*	

[As in (a) above, over 59% of the public school teachers disagreed that the Church should be in this activity; only 35.5% of the separate school teachers disagreed. (Sig. level -- .0001)]

(c) Learning activities

Undecided	*17*	-32
No response	*15*	
Agree	*12*	-13
Strongly agree	*1*	
Disagree	*30*	-55
Strongly disagree	*25*	

[Again, public school teachers disagreed at a 60.2% level compared to 36.9% disagreement among separate school teachers. (Sig. level -- .0001)]

27. B. In planning programs of instruction at the school level, the Church is involved in the determining of:

(a) Program goals and objectives

No response - 14

Always	*1*	*- 4*	*Seldom*	*15*	*-82*
Often	*3*		*Never*	*67*	

(b) Instructional resources

No response - 15

Always	*1*	*- 4*	*Seldom*	*14*	*-81*
Often	*3*		*Never*	*67*	

(c) Learning activities

No response - 16

Always	*1*	*- 4*	*Seldom*	*14*	*-80*
Often	*3*		*Never*	*66*	

28. A. In planning programs of instruction at the school level, Students should be involved in the determining of:

(a) Program goals and objectives

Undecided	*16*	*-18*
No response	*2*	

Agree	*52*	*-62*	*Disagree*	*16*	*-20*
Strongly agree	*10*		*Strongly disagree*	*4*	

(b) Instructional resources

Undecided	*15*	*-20*
No response	*5*	

Agree	*55*	*-61*	*Disagree*	*15*	*-19*
Strongly agree	*6*		*Strongly disagree*	*4*	

(c) Learning activities

Undecided	*11*	*-13*
No response	*2*	

Agree	*62*	*-76*	*Disagree*	*9*	*-11*
Strongly agree	*14*		*Strongly disagree*	*2*	

B. In planning programs of instruction at the school level, my students are involved in determining:

28. B. (continued)

(a) Program goals and objectives

No response - 13

Always	*2*	*-27*	*Seldom*	*37*	*-60*
Often	*25*		*Never*	*23*	

(b) Instructional resources

No response - 13

Always	*2*	*-31*	*Seldom*	*35*	*-56*
Often	*29*		*Never*	*21*	

(c) Learning activities

No response - 13

Always	*4*	*-44*	*Seldom*	*33*	*-43*
Often	*40*		*Never*	*10*	

29. A. Each of the following should be a goal of evaluation:

(a) Improvement of the program

Undecided	*2*	*- 4*
No response	*2*	

Agree	*56*	*-94*	*Disagree*	*1*	*- 2*
Strongly agree	*38*		*Strongly disagree*	*1*	

(b) Improvement in the allocation of resources

Undecided	*8*	*-12*
No response	*4*	

Agree	*55*	*-86*	*Disagree*	*1*	*- 2*
Strongly agree	*31*		*Strongly disagree*	*1*	

(c) Improvement of teacher performance

Undecided	*5*	*- 8*
No response	*3*	

Agree	*54*	*-90*	*Disagree*	*1*	*- 2*
Strongly agree	*36*		*Strongly disagree*	*1*	

(d) Measurement of student achievement

Undecided	*4*	*- 7*
No response	*3*	

Agree	*55*	*-91*	*Disagree*	*1*	*- 2*
Strongly agree	*36*		*Strongly disagree*	*1*	

29. B. In my classroom, each of the following is a goal of evaluation:

(a) Improvement in the program

No response - 17

Always	*19*	*-69*	*Seldom*	*12*	*-14*
Often	*50*		*Never*	*2*	

(b) Improvement in the allocation of resources

No response - 19

Always	*13*	*-52*	*Seldom*	*23*	*-29*
Often	*19*		*Never*	*6*	

(c) Improvement of teacher performance

No response - 17

Always	*18*	*-67*	*Seldom*	*12*	*-16*
Often	*49*		*Never*	*4*	

(d) Measurement of student achievement

No response - 16

Always	*32*	*-77*	*Seldom*	*6*	*- 7*
Often	*45*		*Never*	*1*	

30. A. A record should be kept of the problems studied by each student during the 1/3 unstructured time.

Undecided	*16*	*-25*
No response	*9*	

Agree	*46*	*-65*	*Disagree*	*6*	*-10*
Strongly agree	*19*		*Strongly disagree*	*4*	

B. In my classroom, a record is kept of the problems studied by each student during the 1/3 unstructured time.

No response - 19

Always	*17*	*-41*	*Seldom*	*20*	*-40*
Often	*24*		*Never*	*20*	

31. A. Students and teachers should jointly plan the use of the 1/3 unstructured Social Studies time.

Undecided	*11*	*-17*
No response	*6*	

Agree	*52*	*-76*	*Disagree*	*6*	*- 7*
Strongly agree	*24*		*Strongly disagree*	*1*	

31. B. My students and I do jointly plan the use of the 1/3 unstructured Social Studies time.

No response - 17

Always 14
Often 34]-48

Seldom 25
Never 10]-35

[The higher the level of instruction, the more teachers indicated they involved students in joint planning: 53.1% at the 10-12 level; 53.9% at the 7-9 level; 51.1% at the 4-6 level; and 32.1% at the K-3 level. (Sig. level -- .0001)]

> *In Section IV of the questionnaire we asked teachers to assess the usefulness and availability of certain resources.*

32. In planning Social Studies units, I have found helpful:

(a) Sample Units in Experiences in Decision Making

No response - 4

Always 7
Often 36]-43

Seldom 33
Never 20]-53

[Only 26.2% of the respondents with 1 year's experience viewed these sample units as useful. This proportion increased to 32.9% among teachers with 2-3 years' experience, to 38% among those with 4-7 years, to 44.6% among those with 7-10 years, and to 49.2% among those with 11-15 years. (Sig. -- .04) Also, the units were viewed as helpful by 61.4% of primary teachers, by 48% of elementary teachers, by 38.3% of junior high school teachers, and by 22.1% of senior high school teachers. (Sig. -- .0001)]

(b) Consultants

No response - 3

Always 5
Often 23]-28

Seldom 45
Never 24]-69

[Only 13.1% of the senior high respondents viewed consultants as helpful -- compared to about 30% among other teachers. (Sig. -- .0001) Also, consultants were viewed as helpful by only 19.2% of teachers in small cities, by 23% of those in rural areas, by 26.1% of those in Calgary, and by 35.4% of those in Edmonton. (Sig. -- .0001)]

32. (continued)

(c) Other teachers

No response - 2

Always	*18*	*-80*	*Seldom*	*15*	*-18*
Often	*62*		*Never*	*3*	

(d) Sample units by teachers

No response - 2

Always	*12*	*-66*	*Seldom*	*26*	*-32*
Often	*54*		*Never*	*6*	

[These units were claimed useful by 71.9% of primary teachers, by 69.9% of junior high teachers, by 67.5% of the elementary teachers, and 60.6% of the senior high teachers. (Sig. -- .0001)]

(e) Workshops, institutes, conventions

No response - 2

Always	*10*	*-49*	*Seldom*	*39*	*-49*
Often	*39*		*Never*	*10*	

(f) Commercial curriculum projects

No response - 4

Always	*5*	*-26*	*Seldom*	*39*	*-70*
Often	*21*		*Never*	*31*	

(g) Correspondence School Branch Social Studies

No response - 5

Always	*1*	*-11*	*Seldom*	*27*	*-84*
Often	*10*		*Never*	*57*	

33. I find the following resources available for a values oriented Social Studies program:

(a) Audio tapes and records

No response - 3

Always	*11*	*-50*	*Seldom*	*36*	*-47*
Often	*39*		*Never*	*10*	

(b) Films and film strips

No response - 3

Always	*17*	*-71*	*Seldom*	*23*	*-26*
Often	*54*		*Never*	*3*	

33. (continued)

(c) Newspapers and periodicals

No response - 3

Always	*18*	*-68*	*Seldom*	*23*	*-29*
Often	*50*		*Never*	*6*	

(d) Commercial Social Studies resources (texts, projects, simulations)

No response - 4

Always	*13*	*-64*	*Seldom*	*28*	*-32*
Often	*51*		*Never*	*4*	

(e) Teacher prepared unit/resources

No response - 2

Always	*13*	*-61*	*Seldom*	*30*	*-37*
Often	*48*		*Never*	*7*	

(f) Television programs

No response - 4

Always	*6*	*-36*	*Seldom*	*45*	*-60*
Often	*30*		*Never*	*15*	

> *In Section V we questioned teachers' familiarity with and ratings of certain materials.*

34. Are you familiar with

(a) Experiences in Decision Making (Elementary Handbook)

Yes: 63 *No: 34*

(b) Responding to Change (Secondary Handbook)

Yes: 39 *No: 54*

(c) Program of Studies (Elementary)

Yes: 65 *No: 30*

(d) Program of Studies (Junior High)

Yes: 46 *No: 46*

(e) Program of Studies (Senior High)

Yes: 36 *No: 54*

34. (continued)

[Not surprisingly, differences in responses to this set of questions were related to level of instruction. (Sig. -- .0) It is interesting to note that in all cases, except one, more teachers than might be expected, on the basis of the level-of-instruction distribution of the sample, are familiar with the various documents. That one exception is Responding to Change; though 46% of the respondents were secondary teachers, only 30% claimed to be familiar with the document.]

35. Please indicate your rating of Responding to Change and Experiences in Decision Making on the 6-point scale as indicated.

Positive	6	5	4	3	2	1	Negative
Useful for teaching	2	13	29	17	8	5	*Useless for teaching*
Easy to understand	5	20	26	16	5	3	*Difficult to understand*
Available	43	14	10	5	2	4	*Not available*
Well organized	5	18	32	12	5	2	*Poorly organized*
Ideas clearly stated	3	15	26	16	9	5	*Ideas vaguely stated*
Of value to me	2	13	25	16	12	7	*Worthless to me*

[Though well over 90% of our respondents claimed to be familiar with these documents, 25% did not respond to this question. Those who did appeared to be neither strongly negative nor strongly enthusiastic.]

36. Please indicate your rating of the Program of Studies related to your teaching level.

Positive	6	5	4	3	2	1	Negative
Useful for teaching	3	16	30	15	10	6	*Useless for teaching*
Easy to understand	8	27	26	12	5	3	*Difficult to understand*
Available	46	18	10	3	2	2	*Unavailable*
Well organized	7	22	31	14	4	2	*Poorly organized*
Ideas clearly stated	5	18	28	17	9	5	*Ideas vaguely stated*
Useful to me	4	15	27	17	10	7	*Worthless to me*

[Again, 19% of our respondents did not answer the question.]

37. For my classroom activities, the resources recommended by the Curriculum Branch are

Positive	6	5	4	3	2	1	Negative
Available to me	*10*	*19*	*26*	*18*	*11*	*5*	*Unavailable to me*
Appropriate for class	*3*	*17*	*32*	*21*	*8*	*3*	*Inappropriate for class*
Used in classes	*4*	*19*	*25*	*18*	*14*	*9*	*Not used in classes*

[Between 10 and 15% of the respondents did not answer various portions of this question. And the responses of those who did differed significantly on the matter of availability according both to level of instruction and place of residence. The higher the grade level, the more available resources were perceived to be. (Sig. level -- .0003) And urban teachers perceived resources to be more available than did rural teachers. (Sig. level -- .043)]

In Section VI, we asked two open-ended questions -- one having to do with the use of the 1/3 unstructured time and the other with teachers' use of periodicals and their views on the usefulness of these periodicals.

38. What topics have you and your class studied during the 1/3 unstructured Social Studies during 1974-75?

1. *The most popular topic is Current Events -- including both Canadian and international issues.*
2. *In urban centres, local government issues receive a great deal of attention and students are encouraged to attend council meetings and examine differing points of view.*
3. *At the elementary level, the 1/3 unstructured time appears to focus on annual festivities (e.g. Christmas, Halloween), and on the cultural lifestyles of such nations as Norway, Japan, and the legends of Eskimos and Indians, and Ancient Civilizations.*
4. *A number of teachers use the 1/3 unstructured time to develop and encourage discussion and debating skills.*
5. *Simulation games are used to add to the student's perspective, particularly at the junior and senior high school level.*
6. *Outdoor education, with an emphasis upon environmental and geographic skills, is pursued in some of the Province's classrooms.*

39. List the professional periodicals related to Social Studies that you find useful.

Half of the teachers failed to respond to this question. A number of the teachers who did complete the question appear to have misinterpreted the term "professional periodical"; such teachers listed Time, Readers Digest, Macleans, National Geographic, etc. as their professional magazine subscription. Some responses were "Haven't seen any recommended lists", "No access", "None available" -- which would suggest that teachers require guidance concerning professional periodicals and that school libraries fail to purchase such periodicals for professional development.

The most popular Social Studies journal is One World, which is published by the Social Studies Council of the Alberta Teachers' Association (this publication is made available to all teacher members of the Social Studies Council). The Instructor and The Teacher were popular among teachers at the elementary level. A number of teachers also subscribe to The Grade Teacher and Social Education.

In Section VII, we asked questions about the implementation of the new program and teachers' views with respect to the helpfulness of various agencies and activities.

40. Which of the following were helpful to you in becoming familiar with the philosophy, the goals, and the objectives of the new program?

(a) Written materials from the Department of Education

No response - 7

Very helpful	*8*	*-66*	*Not helpful*	*15*	*-27*
Helpful	*58*		*No help received*	*12*	

(b) ATA-sponsored workshops

No response - 11

Very helpful	*8*	*-40*	*Not helpful*	*15*	*-49*
Helpful	*32*		*No help received*	*34*	

(c) School or district workshops

No response - 8

Very helpful	*14*	*-58*	*Not helpful*	*13*	*-34*
Helpful	*44*		*No help received*	*21*	

40. (continued)

(d) Courses in the Faculty of Education

No response - 10

Very helpful	*11*	*-35*	*Not helpful*	*19*	*-55*
Helpful	*24*		*No help received*	*36*	

41. Which of the following were helpful to you in becoming familiar with the resources and materials of the new program?

(a) Written materials from the Department of Education

No response - 7

Very helpful	*11*	*-65*	*Not helpful*	*15*	*-28*
Helpful	*54*		*No help received*	*13*	

(b) ATA-sponsored workshops

No response - 12

Very helpful	*6*	*-35*	*Not helpful*	*18*	*-53*
Helpful	*29*		*No help received*	*35*	

(c) School or district workshops

No response - 8

Very helpful	*15*	*-58*	*Not helpful*	*13*	*-34*
Helpful	*43*		*No help received*	*21*	

(d) Courses in the Faculty of Education

No response - 12

Very helpful	*6*	*-27*	*Not helpful*	*18*	*-61*
Helpful	*21*		*No help received*	*43*	

42. Which of the following were helpful to you in becoming familiar with the proposed new teaching strategies for the program?

(a) Written materials from the Department of Education

No response - 8

Very helpful	*7*	*-54*	*Not helpful*	*22*	*-38*
Helpful	*47*		*No help received*	*16*	

(b) ATA-sponsored workshops

No response - 14

Very helpful	*6*	*-34*	*Not helpful*	*17*	*-52*
Helpful	*28*		*No help received*	*35*	

42. (continued)

(c) School or district workshops

No response - 10

Very helpful 13
Helpful 41]-54

Not helpful 14
No help received 22]-36

(d) Courses in the Faculty of Education

No response - 13

Very helpful 10
Helpful 21]-31

Not helpful 16
No help received 40]-56

[In summary, it should be noted that the Department of Education was viewed by the most teachers as being helpful in all categories: in philosophy, 66% of the respondents; in resources, 64%; and in teaching strategies, 54%.

The local school or district ranked second in all categories: in philosophy, 58%; in resources, 58%; and in teaching strategies, 54%.

The ATA ranked third in all categories: in philosophy, 40%; in resources, 35%; and in teaching strategies, 34%.

The Faculty of Education ranked fourth in all categories: in philosophy, 35%; in resources, 27%; and in teaching strategies, 31%.

However, there were significant differences (at levels ranging from .03 to .0001) in the responses to each of these questions -- according to experience, level of teaching, place of residence, and in some cases separate or public system. These differences might be summarized as follows:

1. Persons who claimed to have received the most help from the Department tended to have at least seven or more years of experience, to teach in the public school system, and to teach grades 10 to 12. Also, however, the Department was viewed as being particularly helpful by teachers of grades 4-6 in the large cities, in the matter of orientation to the new philosophy; by teachers of grades 7-9, in small cities, towns and rural areas, in familiarizing them with the resources; and by primary teachers in the small towns and rural areas, in familiarizing them with teaching strategies.

2. The persons who received the most help in all three categories from their local schools or districts tended to have at least seven years experience, to teach either at the primary or junior high level, to reside in one of the two major cities, and (in matters of philosophy and resources) to teach in the public school system.

3. Persons who received the most assistance from the A.T.A. tended to have at least seven years experience, to teach at the high school level, to reside in small cities, towns and rural areas, and (in matters of philosophy and resources) to teach in the public school system.

4. Persons who received the most help from the Faculties of Education on all matters tended to reside in the small cities and towns and rural areas. Those who received the most help on the philosophy of the new program tended, also, to have less than three years experience and to teach

42. (continued)

at the upper elementary and senior high school levels. Those who received most help regarding resources tended to have more than 15 years experience and to teach at the senior high school level. Those who received the most help on teaching strategies had less than three years experience and taught at the upper elementary and senior high school levels. (All of these tendencies have been summarized from differences which were statistically significant at the <.01 level or greater.)]

43. Who, at the local level, was helpful in initiating the new programs by offering encouragement and advice?

(a) Principal

No response - 14

Very helpful	*9*	*-36*	*Not helpful*	*15*	*-50*
Helpful	*27*		*No help received*	*35*	

(b) Supervisors

No response - 14

Very helpful	*12*	*-44*	*Not helpful*	*15*	*-42*
Helpful	*32*		*No help received.*	*27*	

(c) Other teachers

No response - 9

Very helpful	*21*	*-73*	*Not helpful*	*9*	*-18*
Helpful	*52*		*No help received*	*9*	

(d) Teachers' organizations

No response - 14

Very helpful	*5*	*-29*	*Not helpful*	*22*	*-57*
Helpful	*24*		*No help received*	*35*	

[In this case, other teachers were viewed by most teachers (73%) as being helpful, followed by supervisors (44%), principals (36%) and the teachers' organizations (29%).

There were significant differences however: those who viewed other teachers as the most helpful tended to teach grades 7-12, to have between 7 and 10 years experience, and to reside in the cities; those who viewed supervisors as helpful also tended to reside in the cities, but tended to teach at the K-6 level, and to have had more than three years experience; those who viewed principals as helpful also tended to reside in the cities, to teach at the K-6 level, but have had three years or less experience; and those who viewed the local teachers' organization as most helpful tended to reside in small cities, towns and rural areas, to have taught more than 7 years, and to teach at the 10-12 level. (All these tendencies have been summarized from differences significant at <.01.)]

44. Who, at the Regional or Provincial level, was helpful?

(a) Department of Education

No response - 14

Very helpful	*4*	*-38*	*Not helpful*	*17*	*-48*
Helpful	*34*		*No help received*	*31*	

(b) Regional Office

No response - 16

Very helpful	*4*	*-26*	*Not helpful*	*17*	*-58*
Helpful	*22*		*No help received*	*41*	

(c) Faculty of Education

No response - 14

Very helpful	*4*	*-21*	*Not helpful*	*20*	*-65*
Helpful	*17*		*No help received*	*45*	

(d) ATA Specialist Council

No response - 14

Very helpful	*7*	*-32*	*Not helpful*	*15*	*-54*
Helpful	*25*		*No help received*	*39*	

[Again, the Department of Education was perceived as being helpful by the most teachers (38%), followed by the A.T.A. Specialist Council (32%), then the Regional Office (26%) and finally the Faculties of Education (21%). It should be noted, however, that very small proportions of the teachers found any of these agencies to be very helpful.

Those who did find these agencies helpful tended to reside in the small cities, towns and rural areas -- not the large cities. Those who found the Department, the Regional Offices and the Specialist Council helpful tended to have had more than 7 years experience; those who found the Faculties of Education helpful tended to have had less than 3 years experience. Also, the Department tended to have had more impact at the grades 4-6 and 10-12 levels; the Regional Offices at the K-3 level; the Specialist Council at the 7-12 level; and Faculties of Education at the 4-6 level. Finally, the Specialist Council tended to have a greater impact in the separate school system than in the public. (These trends reflect differences at the .05 level or greater.)]

In Section VIII, we asked for information about our respondents.

45. Sex *Male: 50* *Female: 48* *No response: 2*

46. Years of University learning:

1 year	*4*	*6-7 years*	*12*
2-3 years	*10*	*More than 7*	*4*
4-5 years	*69*	*No response*	*1*

47. Major:

History	*34*	*English*	*9*
Geography	*4*	*P. Ed.*	*5*
Soc. Science	*15*	*Other*	*27*

48. Years of experience:

1 year	*6*	*7-10 years*	*19*
2-3 years	*11*	*11-15 years*	*18*
4-6 years	*22*	*More than 15*	*22*

49. Position

Teacher	*88*	*Coordinator*	*1*
Dept. Head	*2*	*Other*	*8*

50. Level

K-grade 3	*21*	*Grades 7-9*	*26*
Grades 4-6	*31*	*Grades 10-12*	*20*

51. School System

Separate	*19*	*Public*	*80*

52. Residence

Metropolitan Edmonton	*31*	*Other cities*	*6*
Metropolitan Calgary	*18*	*Towns and rural*	*44*

II. FINDINGS -- THE STUDENT SURVEY

In Section I of the Questionnaire, we asked the same three open-ended questions that we asked teachers: (1) What in your view, are the two major strengths of the Social Studies program? (2) What are the two major weaknesses? What suggestions do you have for improving the program?

1. The program strengths most frequently cited by students were: *(1) the emphasis upon cultural studies -- including that of Canada; (2) the use of discussion, debate and student envolvement; and (3) the relevance and interesting nature of the material.*

2. The weaknesses cited by some students were somewhat in contradiction with the strengths cited by others: *(1) lack of Canadian content; (2) lack of student involvement in planning classroom activities; (3) inappropriateness of resources; (4) lack of time for in-depth studies of selected topics; and (5) too much emphasis on tests, note-taking and lectures.*

3. Recommendations for improvement included: *(1) more Canadian content; (2) more and better resources appropriate to the various issues; (3) more relevant topics -- such as environmental studies, futuristic studies, international affairs; and (4) more student and parent involvement.*

One student summarized students' opinions somewhat as follows: "It is hard to talk about program strengths and weaknesses -- because it varies from situation to situation. One year you get a good teacher and you think the program is great. But the next year you get a lousy teacher and you think the program is terrible. Whether the program is good or bad depends entirely on the teacher".

In Section II, we confronted the students with a number of assertions, "ought to" statements about the Social Studies, and asked them to agree or disagree. Below the questions are stated verbatim, and responses are reported in percentages.

4. In a Social Studies program, emphasis should be upon:

(a) Knowing what happened to people in the past

Undecided	*16*	*-19*
No response	*3*	
Agree	*49*	*-56*
Strongly agree	*7*	
Disagree	*19*	*-25*
Strongly disagree	*6*	

(b) Knowing what is happening now

Undecided	*4*	*- 6*
No response	*2*	
Agree	*33*	*-92*
Strongly agree	*59*	
Disagree	*1*	*- 2*
Strongly disagree	*1*	

(c) Predicting what might happen as a result of people's actions

Undecided	*25*	*-30*
No response	*5*	
Agree	*36*	*-59*
Strongly agree	*23*	
Disagree	*9*	*-11*
Strongly disagree	*2*	

(d) Deciding what would be best for our society

Undecided	*23*	*-29*
No response	*6*	
Agree	*42*	*-61*
Strongly agree	*19*	
Disagree	*8*	*-10*
Strongly disagree	*2*	

(e) Deciding what people should do

Undecided	*23*	*-34*
No response	*11*	
Agree	*28*	*-36*
Strongly agree	*8*	
Disagree	*22*	*-30*
Strongly disagree	*8*	

5. The Department of Education should provide a set of society's values that must be taught.

Undecided 22
No response 12]-34

Agree 13
Strongly agree 3]-16

Disagree 23
Strongly disagree 27]-50

6. Human values discussed in the classroom should reflect the concerns of:

(a) Parents

Undecided 19
No response 6]-25

Agree 37
Strongly agree 8]-45

Disagree 23
Strongly disagree 7]-30

[Disagreement with this item tended to be stronger at the senior high level than at the junior. Only 11.5% of the grade 7 students and 23.3% of the grade 8 students disagreed. Beyond this, disagreement increased to 32% at the grade 12 level. (Sig. -- .0001)]

(b) Teacher

Undecided 20
No response 5]-25

Agree 38
Strongly agree 7]-45

Disagree 22
Strongly disagree 8]-30

(c) The student

Undecided 7
No response 2]- 9

Agree 41
Strongly agree 47]-88

Disagree 2
Strongly disagree 1]- 3

(d) The community interest groups (Chamber of Commerce, Home and School, Legion, etc.)

Undecided 25
No response 8]-33

Agree 33
Strongly agree 9]-42

Disagree 18
Strongly disagree 7]-25

6. (continued)

(e) Churches

Undecided 24
No response 11]-35

Agree 18
Strongly agree 5]-23

Disagree 23
Strongly disagree 19]-42

7. Departmental Social Studies final examinations should be required for:

(a) Grade 9 students

Undecided 14
No response 12]-26

Agree 23
Strongly agree 9]-32

Disagree 17
Strongly disagree 25]-42

(b) Grade 12 students

Undecided 16
No response 10]-26

Agree 26
Strongly agree 15]-41

Disagree 14
Strongly disagree 19]-33

[Objections to final examinations tended to differ by grade level and school system. The lower the grade level the less the disagreement, from 5.7% disagreement at the grade 7 level to 61.5% disagreement at the grade 11 level. Curiously, disagreement diminished at the grade 12 level to 46.0%. (Sig. -- .0001)

Also, disagreement from public school students was greater, 42.8%, than it was from separate school students, 36.0%. (Sig. -- .02)]

8. Canadian content in Social Studies should be increased.

Undecided 16
No response 5]-21

Agree 31
Strongly agree 34]-65

Disagree 9
Strongly disagree 5]-14

In Section III, we presented a further set of assertions about what ought to be and asked the students to respond in two ways: first, in terms of whether or not they agreed; and second, in terms of whether or not the situation prevailed in their classrooms.

9. A. In Social Studies programs, human values should be the major emphasis.

Undecided	*23*	*-28*
No response	*5*	

Agree	*44*	*-56*	*Disagree*	*14*	*-16*
Strongly agree	*12*		*Strongly disagree*	*2*	

B. In our Social Studies class, the major emphasis is on human values.

No response - 11

Always	*7*	*-61*	*Seldom*	*26*	*-28*
Often	*54*		*Never*	*2*	

10. A. The Social Studies program should provide opportunities for students to explore their feelings.

Undecided	*13*	*-17*
No response	*4*	

Agree	*45*	*-76*	*Disagree*	*5*	*- 7*
Strongly agree	*31*		*Strongly disagree*	*2*	

B. Our Social Studies program does provide us with an opportunity to explore our own feelings.

No response - 9

Always	*12*	*-45*	*Seldom*	*36*	*-46*
Often	*33*		*Never*	*10*	

[Grades 11-12 students perceived the opportunities to explore their feelings to be greater than those perceived by grades 7-10 students. A full 57.6% of the grade 7 students claimed such opportunities occurred seldom or never; only 42% of the grade 12 students made this claim. (Sig. -- .0001)]

11. A. A teacher should be willing to deal with controversial topics in the classroom.

Undecided	*5*	*- 8*
No response	*3*	

Agree	*40*	*-90*	*Disagree*	*1*	*- 2*
Strongly agree	*50*		*Strongly disagree*	*1*	

B. Our teacher does deal with controversial topics in the classroom.

No response - 10

Always	*22*	*-62*	*Seldom*	*23*	*-28*
Often	*40*		*Never*	*5*	

[A full 84.6% of the grade 11 respondents claimed they seldom or never dealt with controversial issues. Only from 20.5% (grade 12) to 29.6% (grade 10) made such a claim. (Sig. -- .0001)]

12. A. Students should study human behavior from many points of view.

Undecided	*16*	*-19*
No response	*3*	

Agree	*42*	*-73*	*Disagree*	*6*	*- 8*
Strongly agree	*31*		*Strongly disagree*	*2*	

B. We do study human behavior from many points of view in our classroom.

No response - 10

Always	*9*	*-49*	*Seldom*	*33*	*-41*
Often	*40*		*Never*	*8*	

[While 41.6% of the public school students claimed they seldom or never found the opportunity to study human behavior from many points of view, only 38% of the separate school students made such a claim. (Sig. -- .039)]

13. A. The community should expect to have its policies and leaders challenged in Social Studies classes.

Undecided	*27*	*-35*
No response	*8*	

Agree	*31*	*-53*	*Disagree*	*8*	*-12*
Strongly agree	*22*		*Strongly disagree*	*4*	

B. The policies and leaders of the community are challenged in our Social Studies classes.

No response - 14

Always	*5*	*-20*	*Seldom*	*31*	*-66*
Often	*15*		*Never*	*35*	

14. A. In the Social Studies program main emphasis should not be on history.

Undecided	*15*	*-19*
No response	*4*	

Agree	*32*	*-57*	*Disagree*	*15*	*-24*
Strongly agree	*25*		*Strongly disagree*	*9*	

B. In our Social Studies class the main emphasis is not on history.

No response - 12

Always	*9*	*-43*	*Seldom*	*33*	*-45*
Often	*34*		*Never*	*12*	

15. A. During some class time Social Studies students should be involved with people in the community.

Undecided 15]
No response 5]-20

Agree 37]
Strongly agree 34]-71

Disagree 7]
Strongly disagree 2]- 9

B. During some of our Social Studies class time we are involved with people in the community.

No response - 12

Always 4]
Often 13]-17

Seldom 24]
Never 47]-71

16. A. Student progress in Social Studies should be reported in:

(a) Percentages

Undecided 9]
No response 5]-14

Agree 43]
Strongly agree 31]-74

Disagree 8]
Strongly disagree 4]-12

(b) Parent-teacher interviews

Undecided 20]
No response 12]-32

Agree 25]
Strongly agree 7]-32

Disagree 18]
Strongly disagree 18]-36

[Disagreement with the idea of parent-teacher interviews ranged from a low of 3.8% among grade 7 students to 57.3% among grade 11 students. (Sig. -- .0001)]

(c) Letter grades

Undecided 17]
No response 10]-27

Agree 26]
Strongly agree 11]-37

Disagree 20]
Strongly disagree 16]-36

(d) Written comments

Undecided 14]
No response 9]-23

Agree 38]
Strongly agree 22]-60

Disagree 11]
Strongly disagree 6]-17

16. A. (continued)

(e) Parent-teacher-student interviews

Undecided 13
No response 9]-22

Agree 21
Strongly agree 21]-42

Disagree 19
Strongly disagree 17]-36

B. Our progress in Social Studies is reported in:

(a) Percentages

No response - 11

Always 58
Often 19]-77

Seldom 6
Never 6]-12

(b) Parent-teacher interviews

No response - 14

Always 9
Often 28]-37

Seldom 27
Never 22]-49

[A full 72% of the grade 11 students claimed that parent-teacher interviews seldom, if ever, occurred. Only 39.3% of the grade 8 students and none of the grade 7 students made such a claim. (Sig. -- .0001)]

(c) Letter grades

No response - 15

Always 18
Often 15]-33

Seldom 20
Never 32]-52

(d) Written comments

No response - 15

Always 15
Often 24]-39

Seldom 29
Never 17]-46

(e) Parent-teacher-student interviews

No response - 13

Always 5
Often 8]-13

Seldom 21
Never 53]-74

17. A. Each of the following should be involved in selecting controversial topics to be studied.

(a) Teachers

Undecided	14	-21
No response	7	
Agree	49	-63
Strongly agree	14	
Disagree	10	-16
Strongly disagree	6	

(b) Parents

Undecided	26	-35
No response	9	
Agree	16	-20
Strongly agree	4	
Disagree	27	-45
Strongly disagree	18	

(c) Teachers and students

Undecided	7	-10
No response	3	
Agree	34	-87
Strongly agree	53	
Disagree	2	- 3
Strongly disagree	1	

(d) School administration (principal, etc.)

Undecided	18	-27
No response	9	
Agree	17	-20
Strongly agree	3	
Disagree	29	-53
Strongly disagree	24	

(e) School Boards

Undecided	19	-29
No response	10	
Agree	14	-19
Strongly agree	5	
Disagree	25	-52
Strongly disagree	27	

B. Each of the following is involved in selecting controversial topics to be studied in our class.

(a) Teachers

No response - 13

Always	30	-66
Often	36	
Seldom	14	-21
Never	7	

17. B. (continued)

(b) Parents

No response - 14

Always 2
Often 6]- *8*

Seldom 23
Never 55]-*78*

(c) Teachers and students

No response - 11

Always 21
Often 33]-*54*

Seldom 23
Never 12]-*35*

[46.7% of the grade 11 students claimed seldom, if ever, to be involved in selecting controversial issues for study. This proportion decreased in both directions to 27.3% at the grade 12 level and 11.5% at the grade 7 level. (Sig. -- .0001) Also, while 36.2% of the public school students claimed seldom or never to be involved, only 30% of the separate school students so claimed. (Sig. -- .007)]

(d) School administration (principal, etc.)

No response - 14

Always 8
Often 21]-*29*

Seldom 26
Never 31]-*57*

(e) School Boards

No response - 15

Always 15
Often 23]-*38*

Seldom 19
Never 28]-*47*

18. A. In planning what is studied in Social Studies, parents should be involved in deciding:

(a) Goals

Undecided 17
No response 11]-*28*

Agree 22
Strongly agree 5]-*27*

Disagree 22
Strongly disagree 23]-*45*

(b) Teaching materials (films, books, etc.)

Undecided 14
No response 11]-*25*

Agree 17
Strongly agree 6]-*23*

Disagree 27
Strongly disagree 25]-*52*

18. A. (continued)

(c) Learning activities

Undecided 22]-31
No response 9

Agree 19]-25
Strongly agree 6

Disagree 22]-44
Strongly disagree 22

B. In planning what is studied in Social Studies, parents are involved in deciding:

(a) Goals

No response - 13

Always 2]-13
Often 11

Seldom 22]-74
Never 52

(b) Teaching materials (films, books, etc.)

No response - 11

Always 3]-14
Often 11

Seldom 20]-75
Never 55

(c) Learning activities

No response - 13

Always 3]-13
Often 10

Seldom 22]-74
Never 52

19. A. In planning what is taught in Social Studies, the Church should be involved in deciding:

(a) Goals

Undecided 13]-26
No response 13

Agree 5]- 7
Strongly agree 2

Disagree 26]-67
Strongly disagree 41

(b) Teaching materials (films, books, etc.)

Undecided 13]-27
No response 14

Agree 6]- 8
Strongly agree 2

Disagree 25]-65
Strongly disagree 40

19. A. (continued)

(c) Learning activities

Undecided	15	-27
No response	12	

Agree	6	- 8	Disagree	25	-65
Strongly agree	2		Strongly disagree	40	

B. In planning what is taught in our Social Studies class, the Church is involved in deciding:

(a) Goals

No response - 12

Always	1	- 4	Seldom	14	-84
Often	3		Never	70	

(b) Teaching materials (films, books, etc.)

No response - 11

Always	1	- 4	Seldom	16	-85
Often	3		Never	69	

(c) Learning activities

No response - 12

Always	1	- 3	Seldom	17	-85
Often	2		Never	68	

20. A. In planning what is taught in Social Studies, students should be involved in deciding:

(a) Goals

Undecided	5	-10
No response	5	

Agree	36	-87	Disagree	2	- 3
Strongly agree	51		Strongly disagree	1	

(b) Teaching materials (films, books, etc.)

Undecided	11	-15
No response	4	

Agree	35	-78	Disagree	5	- 7
Strongly agree	43		Strongly disagree	2	

20. A. (continued)

(c) Learning activities

Undecided 7 ⎤
No response 4 ⎦ -11

Agree 39 ⎤
Strongly agree 48 ⎦ -87

Disagree 1 ⎤
Strongly disagree 1 ⎦ - 2

B. In planning what is taught in our Social Studies class, students are involved in deciding:

(a) Goals

No response - 11

Always 14 ⎤
Often 24 ⎦ -38

Seldom 31 ⎤
Never 20 ⎦ -51

(b) Teaching materials (films, books, etc.)

No response - 11

Always 11 ⎤
Often 20 ⎦ -31

Seldom 35 ⎤
Never 23 ⎦ -58

(c) Learning activities

No response - 10

Always 13 ⎤
Often 24 ⎦ -37

Seldom 34 ⎤
Never 19 ⎦ -53

[The perceived amount of involvement of students in deciding upon the three above issues -- goals, materials, and activities -- was lowest at the grade 11 level, with well over 70% claiming seldom or never to be involved. It was somewhat higher at the grade 12 level, with 58% claiming to be seldom or never involved. And it increased down the grades from grade 10 to grade 7, where only 30.7% claimed to be seldom or never involved. (Sig. -- .0001)]

21. A. Social Studies should help students decide on possible solutions to social problems.

Undecided 13 ⎤
No response 6 ⎦ -19

Agree 42 ⎤
Strongly agree 35 ⎦ -77

Disagree 3 ⎤
Strongly disagree 1 ⎦ - 4

21. B. Our Social Studies classes do help us decide on possible solutions to social problems.

No response - 14

Always 11
Often 41]-52

Seldom 27
Never 7]-34

[Students at the upper grade levels apparently perceived the Social Studies to be more useful in this regard than did those in the lower grades. Only 20.4% of the grade 12 students claimed the Social Studies seldom or never helped them to decide on solutions to problems. But 42.3% of the grade 7 students and 46.2% of the grade 8 students so claimed. (Sig. -- .0001)]

22. A. Social Studies should help students evaluate their own beliefs, values and attitudes.

Undecided 10
No response 4]-14

Agree 44
Strongly agree 37]-81

Disagree 3
Strongly disagree 2]- 5

B. Our Social Studies classes do help us evaluate our own beliefs, values and attitudes.

No response - 12

Always 12
Often 39]-51

Seldom 29
Never 8]-37

[Again, the value assigned to the Social Studies increased by grade. A full 46.2% of the grade 7 students claimed the Social Studies seldom or never helped them to evaluate their beliefs. But this proportion decreased to 28.4% at the grade 12 level. (Sig. -- .0001)]

23. A. Social Studies should give students opportunities to act upon the choices and decisions that they make as a result of their studies.

Undecided 15
No response 5]-20

Agree 43
Strongly agree 34]-77

Disagree 2
Strongly disagree 1]- 3

B. Our Social Studies does give us the opportunity to act upon the choices and decisions we may make as a result of our studies.

No response - 13

Always 9
Often 28]-37

Seldom 35
Never 15]-50

[Respondents differed on this issue by school system. Only 41% of the separate school students claimed they were seldom or never given the opportunity to act. But 51.4% of the public school students so claimed. (Sig. -- .015)]

24. A. Social Studies should cause students to change their actions in daily life.

Undecided	*25*	*-33*
No response	*8*	

Agree	*15*	*-22*	*Disagree*	*26*	*-45*
Strongly agree	*7*		*Strongly disagree*	*19*	

B. Our Social Studies does give us cause to change our actions in daily life.

No response - 17

Always	*3*	*-13*	*Seldom*	*34*	*-70*
Often	*10*		*Never*	*36*	

In Section IV, we asked students to indicate what topics he or she had studied during the 1/3 unstructured time and to give us some information about themselves.

25. Unstructured Time.

Approximately 25% of the students did not respond to this question. Some others indicated there is no such thing as unstructured time.

The following were listed by those who responded: *(1) discipline studies -- in history, geography, and economics; (2) urbanization and associated problems -- crime, poverty and transportation; (3) studies of particular areas -- Africa, Asia, Latin America; (4) Canadian and international current events; and (5) debating -- on such topics as the future, government, and so on.*

26. Sex.

No response - 1

Male 46	*Female 53*

27. Grades.

No response - 1

VII	*5*	*-53*	*X*	*15*	*-46*
VIII	*21*		*XI*	*14*	
IX	*27*		*XII*	*17*	

27. School System.

No response - 1

Public 80	*Separate 19*

28. Residence.

Edmonton	*24*	*-49*	*Other Cities*	*5*	*-51*
Calgary	*25*		*Towns & Rural areas*	*46*	

III. FINDINGS -- THE PARENT SURVEY*

In Section I, we asked the same three open-ended questions that we had previously asked teachers and students: (1) What in your view are the two major strengths of the Social Studies program? (2) What are the two major weaknesses? and (3) What suggestions do you have for improvement?

The vast majority of the responses indicated that parents did not know enough about the Social Studies to respond to this question -- or others. However, some tried.

1. The strengths perceived by parents included: *(1) the emphasis upon the disciplines of history and geography; (2) the orientation toward cultural studies, valuing processes and the future; and (3) the relevance of the program to the needs of today's students.*

2. The weaknesses cited were: *(1) a lack of Canadian content -- history, geography and political science; (2) a lack of resources -- including prescribed textbooks; (3) a lack of in-depth study of any issue; and (4) the emphasis upon personal values, to the exclusion of social values.*

3. Recommendations for improvement included: *(1) that parents be helped to know and understand the program; (2) more community involvement in the Social Studies; (3) more Canadian content; and (4) more emphasis upon the processes of change.*

---

* It will be recalled that our parent sample totaled only 306. Also, it will be noted that between 40 and 60% of the parents claimed insufficient knowledge to answer many questions. Hence, it became meaningless to run cross-tabs or tests of significance.

In Section II, we confronted the parents with a number of assertions, "ought to" statements about the Social Studies, and asked them to agree or disagree.

4. In a Social Studies program, emphasis should be placed on:

(a) Knowing what happened to people in the past

			Undecided	*4*	*- 9*
			No response	*5*	
Agree	*65*	*-79*	*Disagree*	*10*	*-12*
Strongly agree	*14*		*Strongly disagree*	*2*	

(b) Knowing the current happenings in society and cultures

			Undecided	*3*	*- 7*
			No response	*4*	
Agree	*40*	*-92*	*Disagree*	*1*	*- 1*
Strongly agree	*52*		*Strongly disagree*	*0*	

(c) Knowing what might happen as a result of people's actions

			Undecided	*11*	*-17*
			No response	*6*	
Agree	*48*	*-79*	*Disagree*	*4*	*- 4*
Strongly agree	*31*		*Strongly disagree*	*0*	

(d) Deciding what would be best for our society

			Undecided	*18*	*-25*
			No response	*7*	
Agree	*39*	*-55*	*Disagree*	*16*	*-20*
Strongly agree	*16*		*Strongly disagree*	*4*	

(e) Deciding what people should do

			Undecided	*17*	*-31*
			No response	*14*	
Agree	*32*	*-40*	*Disagree*	*20*	*-29*
Strongly agree	*8*		*Strongly disagree*	*9*	

5. The Alberta Department of Education should provide a set of society's values that must be taught.

Undecided	*21*	*-29*
No response	*8*	

Agree	*27*	*-38*	*Disagree*	*19*	*-33*
Strongly agree	*11*		*Strongly disagree*	*14*	

6. In local program development the Alberta Department of Education curriculum guides should be used as the basis of the program development.

Undecided	*16*	*-25*
No response	*9*	

Agree	*54*	*-63*	*Disagree*	*9*	*-12*
Strongly agree	*9*		*Strongly disagree*	*3*	

7. Translating the curriculum into units of study should be the responsibility of teachers at the local level.

Undecided	*13*	*-19*
No response	*6*	

Agree	*49*	*-66*	*Disagree*	*12*	*-15*
Strongly agree	*17*		*Strongly disagree*	*3*	

8. Human values discussed in the classroom should reflect the concerns of:

(a) Parents

Undecided	*10*	*-19*
No response	*9*	

Agree	*51*	*-73*	*Disagree*	*6*	*- 8*
Strongly agree	*22*		*Strongly disagree*	*2*	

(b) Teachers

Undecided	*9*	*-19*
No response	*10*	

Agree	*51*	*-66*	*Disagree*	*9*	*-15*
Strongly agree	*15*		*Strongly disagree*	*6*	

(c) Students

Undecided	*6*	*-12*
No response	*6*	

Agree	*54*	*-85*	*Disagree*	*2*	*- 3*
Strongly agree	*31*		*Strongly disagree*	*1*	

8. (continued)

(d) Community interest groups

Undecided	*21*	*-34*
No response	*13*	
Agree	*39*	*-50*
Strongly agree	*11*	
Disagree	*11*	*-16*
Strongly disagree	*5*	

(e) Churches

Undecided	*17*	*-31*
No response	*14*	
Agree	*34*	*-47*
Strongly agree	*13*	
Disagree	*14*	*-22*
Strongly disagree	*8*	

9. A Social Studies textbook should be prescribed by the Department of Education for each grade.

Undecided	*15*	*-21*
No response	*6*	
Agree	*40*	*-62*
Strongly agree	*22*	
Disagree	*9*	*-17*
Strongly disagree	*8*	

10. The Social Studies program should not be fragmented into separate disciplines such as history, geography, etc.

Undecided	*15*	*-22*
No response	*7*	
Agree	*27*	*-42*
Strongly agree	*15*	
Disagree	*24*	*-36*
Strongly disagree	*12*	

11. Departmental Social Studies examinations should be required for:

(a) Grade 9 students

Undecided	*18*	*-29*
No response	*11*	
Agree	*20*	*-32*
Strongly agree	*12*	
Disagree	*25*	*-39*
Strongly disagree	*14*	

(b) Grade 12 students

Undecided	*14*	*-25*
No response	*11*	
Agree	*26*	*-42*
Strongly agree	*16*	
Disagree	*21*	*-33*
Strongly disagree	*12*	

12. Canadian content in Social Studies programs should be increased.

Undecided	*8*	*-14*
No response	*6*	
Agree	*31*	*-79*
Strongly agree	*48*	
Disagree	*6*	*- 7*
Strongly disagree	*1*	

13. In the Social Studies program the main emphasis should not be on history.

Undecided	*9*	*-14*
No response	*5*	
Agree	*48*	*-68*
Strongly agree	*20*	
Disagree	*12*	*-18*
Strongly disagree	*6*	

14. Parents are generally familiar with the Social Studies program taught in the schools.

Undecided	*6*	*-16*
No response	*10*	
Agree	*10*	*-11*
Strongly agree	*1*	
Disagree	*43*	*-73*
Strongly disagree	*30*	

15. In order to meet future life situations, the Social Studies program should equip students with abilities to cope with conflict and uncertainty.

Undecided	*8*	*-14*
No response	*6*	
Agree	*45*	*-78*
Strongly agree	*33*	
Disagree	*7*	*- 8*
Strongly disagree	*1*	

In Section III, we presented a further set of assertions or statements of principle and asked parents to respond, not only by agreeing or disagreeing with the various principles, but also by indicating whether or not they perceived these principles to be operative in their children's classrooms.

16. A. In the Alberta Social Studies program human values should be the major emphasis.

Undecided	*17*	*-24*
No response	*7*	
Agree	*39*	*-59*
Strongly agree	*20*	
Disagree	*14*	*-17*
Strongly disagree	*3*	

16. B. In my child's classroom, the major emphasis in the Social Studies is on human values.

No response - 41

Always 5 ⎤
Often 33 ⎦ -38

Seldom 20 ⎤
Never 1 ⎦ -21

17. A. The Social Studies program should provide opportunities for students to explore their own feelings.

Undecided 10 ⎤
No response 6 ⎦ -16

Agree 53 ⎤
Strongly agree 22 ⎦ -75

Disagree 7 ⎤
Strongly disagree 2 ⎦ - 9

B. The Social Studies program does provide an opportunity for my child to explore his own feelings in the classroom.

No response - 39

Always 7 ⎤
Often 29 ⎦ -36

Seldom 21 ⎤
Never 4 ⎦ -25

18. A. A teacher should be willing to deal with controversial topics in the classroom.

Undecided 4 ⎤
No response 2 ⎦ - 6

Agree 50 ⎤
Strongly agree 39 ⎦ -89

Disagree 3 ⎤
Strongly disagree 2 ⎦ - 5

B. The teacher is willing to deal with controversial topics in my child's classroom.

No response - 40

Always 15 ⎤
Often 28 ⎦ -43

Seldom 13 ⎤
Never 4 ⎦ -17

19. A. Students should study human behavior from many points of view.

Undecided 3 ⎤
No response 3 ⎦ - 6

Agree 59 ⎤
Strongly agree 33 ⎦ -92

Disagree 1 ⎤
Strongly disagree 1 ⎦ - 2

19. B. My child does study human behavior from many points of view in the classroom.

No response - 40

Always 10
Often 31]-41

Seldom 16
Never 3]-19

20. A. Society should expect to have its policies and leaders challenged in Social Studies classes.

Undecided 13
No response 4]-17

Agree 49
Strongly agree 27]-76

Disagree 5
Strongly disagree 2]- 7

B. Societies policies and leaders are challenged in my child's Social Studies class.

No response - 44

Always 5
Often 24]-29

Seldom 19
Never 8]-27

21. A. During some Social Studies class time, students should be involved with people in the community.

Undecided 11
No response 3]-14

Agree 53
Strongly agree 26]-79

Disagree 5
Strongly disagree 2]- 7

B. During some Social Studies class time, my child is involved with people in the community.

No response - 43

Always 2
Often 16]-18

Seldom 22
Never 17]-39

22. A. Every school should have a common statement of purposes in Social Studies programs offered.

Undecided 13
No response 10]-23

Agree 56
Strongly agree 16]-72

Disagree 4
Strongly disagree 1]- 5

22. B. My child's school does have a common statement of purposes in the Social Studies program offered.

No response - 58

Always 8
Often 17] -25

Seldom 11
Never 6] -17

23. A. Students' progress in Social Studies should be reported in:

(a) Percentages

Undecided 9
No response 17] -26

Agree 39
Strongly agree 21] -60

Disagree 8
Strongly disagree 6] -14

(b) Parent-teacher interviews

Undecided 11
No response 21] -32

Agree 46
Strongly agree 14] -60

Disagree 4
Strongly disagree 4] - 8

(c) Letter grades

Undecided 12
No response 32] -44

Agree 22
Strongly agree 6] -28

Disagree 21
Strongly disagree 7] -28

(d) Written comments

Undecided 7
No response 18] -25

Agree 50
Strongly agree 16] -66

Disagree 7
Strongly disagree 2] - 9

(e) Parent-teacher-student interviews

Undecided 17
No response 25] -42

Agree 24
Strongly agree 16] -40

Disagree 13
Strongly disagree 5] -18

23. B. My child's progress in Social Studies is reported in:

(a) Percentages

No [illegible]sponse - 46

Always	*29*	*-39*	*Seldom*	*4*	*-15*
Often	*10*		*Never*	*11*	

(b) Parent-teacher interviews

No response - 49

Always	*13*	*-32*	*Seldom*	*13*	*-19*
Often	*19*		*Never*	*6*	

(c) Letter grades

No response - 52

Always	*14*	*-26*	*Seldom*	*8*	*-22*
Often	*12*		*Never*	*14*	

(d) Written comments

No response - 47

Always	*13*	*-37*	*Seldom*	*11*	*-16*
Often	*24*		*Never*	*5*	

(e) Parent-teacher-student interviews

No response - 50

Always	*4*	*-12*	*Seldom*	*11*	*-38*
Often	*8*		*Never*	*27*	

24. A. Each of the following should be involved in selecting controversial topics to be studied in the classroom.

(a) Teachers

Undecided	*6*	*-21*
No response	*15*	

Agree	*51*	*-71*	*Disagree*	*5*	*- 8*
Strongly agree	*20*		*Strongly disagree*	*3*	

(b) Parents

Undecided	*25*	*-44*
No response	*19*	

Agree	*26*	*-36*	*Disagree*	*14*	*-20*
Strongly agree	*10*		*Strongly disagree*	*6*	

24. A. (continued)

(c) Teachers and students

			Undecided	6	-15			
			No response	9				
Agree	50	-81				Disagree	3	- 4
Strongly agree	31					Strongly disagree	1	

(d) School Administration (principal, etc.)

			Undecided	16	-33			
			No response	17				
Agree	39	-49				Disagree	12	-18
Strongly agree	10					Strongly disagree	6	

(e) School Boards

			Undecided	15	-40			
			No response	25				
Agree	25	-32				Disagree	19	-28
Strongly agree	7					Strongly disagree	9	

24. B. Each of the following is involved in selecting controversial topics for my child's Social Studies class:

(a) Teacher

			No response - 55			
Always	22	-37		Seldom	6	- 8
Often	15			Never	2	

(b) Parents

			No response - 57			
Always	2	- 8		Seldom	11	-35
Often	6			Never	24	

(c) Teachers and students

			No response - 54			
Always	11	-29		Seldom	13	-17
Often	18			Never	4	

(d) School Administration (principal, etc.)

			No response - 61			
Always	7	-19		Seldom	12	-20
Often	12			Never	8	

24. B. (continued)

(e) School Boards

No response - 63

Always 6]
Often 8]-14

Seldom 10]
Never 13]-23

25. A. In planning what is taught in Social Studies, the Church should be involved in deciding:

(a) Goals

Undecided 12]
No response 18]-30

Agree 18]
Strongly agree 8]-26

Disagree 27]
Strongly disagree 17]-44

(b) Teaching materials

Undecided 14]
No response 21]-35

Agree 15]
Strongly agree 7]-22

Disagree 27]
Strongly disagree 16]-43

(c) Learning activities

Undecided 16]
No response 22]-38

Agree 14]
Strongly agree 5]-19

Disagree 25]
Strongly disagree 18]-43

B. In planning what is taught in Social Studies, the Church is involved in deciding:

(a) Goals

No response - 55

Always 2]
Often 4]- 6

Seldom 7]
Never 32]-39

(b) Teaching materials

No response - 55

Always 3]
Often 4]- 7

Seldom 7]
Never 31]-38

25. B. (continued)

(c) Learning activities

No response - 56

Always	*3*	*- 7*	*Seldom*	*7*	*-37*
Often	*4*		*Never*	*30*	

26. A. In planning what is taught in Social Studies, Students should be involved in deciding:

(a) Goals

Undecided	*12*	*-25*
No response	*13*	

Agree	*41*	*-57*	*Disagree*	*13*	*-18*
Strongly agree	*16*		*Strongly disagree*	*5*	

(b) Teaching materials

Undecided	*15*	*-30*
No response	*15*	

Agree	*38*	*-45*	*Disagree*	*19*	*-25*
Strongly agree	*7*		*Strongly disagree*	*6*	

(c) Learning activities

Undecided	*12*	*-25*
No response	*13*	

Agree	*47*	*-60*	*Disagree*	*11*	*-15*
Strongly agree	*13*		*Strongly disagree*	*4*	

26. B. In planning what is taught in Social Studies, Students are involved in deciding:

(a) Goals

No response - 54

Always	*7*	*-18*	*Seldom*	*16*	*-28*
Often	*11*		*Never*	*12*	

(b) Teaching materials

No response - 55

Always	*3*	*-13*	*Seldom*	*18*	*-32*
Often	*10*		*Never*	*14*	

26. B. (continued)

(c) Learning activities

No response - 54

Always 6
Often 13]-19

Seldom 15
Never 12]-27

27. A. In planning what is taught in the Social Studies, Parents should be involved in deciding:

(a) Goals

Undecided 16
No response 14]-30

Agree 36
Strongly agree 9]-45

Disagree 21
Strongly disagree 4]-25

(b) Teaching materials

Undecided 19
No response 19]-38

Agree 25
Strongly agree 5]-30

Disagree 26
Strongly disagree 6]-32

(c) Learning activities

Undecided 20
No response 18]-38

Agree 30
Strongly agree 5]-35

Disagree 23
Strongly disagree 4]-27

B. In planning what is taught in the Social Studies, Parents are involved in deciding:

(a) Goals

No response - 54

Always 2
Often 7]- 9

Seldom 14
Never 23]-37

(b) Teaching materials

No response - 55

Always 1
Often 5]- 6

Seldom 16
Never 23]-39

27. B. (continued)

(c) Learning activities

No response - 54

Always 0
Often 8] - *8*

Seldom 15
Never 23] -*38*

28. A. Parents should be kept informed about the Social Studies programs by:

(a) The Department of Education

Undecided 16
No response 29] -*45*

Agree 22
Strongly agree 9] -*31*

Disagree 20
Strongly disagree 4] -*24*

(b) The School

Undecided 5
No response 10] -*15*

Agree 52
Strongly agree 30] -*82*

Disagree 3
Strongly disagree 0] - *3*

(c) Home and School Association

Undecided 16
No response 33] -*49*

Agree 23
Strongly agree 5] -*28*

Disagree 19
Strongly disagree 4] -*23*

(d) The School Board

Undecided 17
No response 31] -*48*

Agree 18
Strongly agree 5] -*23*

Disagree 24
Strongly disagree 5] -*29*

B. Parents are kept informed about the Social Studies programs by:

(a) The Department of Education

No response - 60

Always 3
Often 5] - *8*

Seldom 10
Never 22] -*32*

28. B. (continued)

(b) The School

No response - 56

Always 11
Often 11 -22

Seldom 13
Never 9 -22

(c) Home and School Association

No response - 61

Always 1
Often 6 - 7

Seldom 11
Never 21 -32

(d) The School Board

No response - 61

Always 2
Often 4 - 6

Seldom 10
Never 23 -33

29. A. Schools should hold sessions which acquaint parents with the Social Studies program.

Undecided 14
No response 15 -29

Agree 39
Strongly agree 28 -67

Disagree 4
Strongly disagree 0 - 4

B. Schools do hold sessions which acquaint parents with the Social Studies program.

No response - 57

Always 5
Often 4 - 9

Seldom 16
Never 18 -34

> *In Section IV, we asked parents for some information about themselves and their children.*

30. Grade level of child.

No response - 7

Elementary - 24

Junior High 37
Senior High 32 -69

31. Participation in school affairs.

None/No response - 53

Home and School 15] -23
Sporting Events 8]

Kindergarten 4] -24
Other 20]

32. Sex.

No response - 9

Male 26

Female 65

33. Residence.

Metropolitan Edmonton 32] -59
Metropolitan Calgary 27]

Other Alberta Cities 0] -41
Small Towns and Rural 41]

34. School System support.

No response - 3

Public 77

Separate 20

IV. SUMMARY COMPARISONS

THE RESPONSES OF TEACHERS, STUDENTS AND PARENTS

Parts of our questionnaires were constructed in such a way as to ask the three groups of respondents some identical questions. Our question now is: How do teachers, students and parents differ in their views on various aspects of the Social Studies?

1. Perceived Strengths and Weaknesses of the Program -- And Recommendations for Improvement

1. There appears to be little agreement among the three groups as to the *strengths* of the program. Teachers believe its strengths are its flexibility, its interdisciplinary nature, and its emphases upon valuing, decision-making, and critical thinking. Students believe its strengths are in its cultural studies and its relevance. Parents agree with the students about the program's relevance, but also perceive its attention to the traditional disciplines of history and geography to be another of its strengths.

2. Teachers perceive the basic *weakness* to be lack of materials and resources -- including time for local program development. Also, some teachers are critical of the emphasis upon valuing and the lack of a solid base of disciplined inquiry and knowledge. Students agree with teachers that materials are a problem. And they are critical of the fact that they are seldom involved in program planning but, instead, are subjected to too much lecturing, note-taking, and testing. Students and parents both deplore the lack of Canadian content.

Parents are critical of what they perceive to be a kind of superficiality in the program (i.e. a lack of in-depth studies of any discipline or issue) and its concentration on personal values.

3. With respect to *recommendations*, there is complete agreement on one matter: there ought to be more Canadian content. Also, both students and parents want more involvement in program decisions. And teachers and students both want better resource materials.

II. The Basic Orientations and Emphases of the Program

1. The following is a summary of the levels of support of the three groups for the five points of emphasis (Question 4).

Point of Emphasis	Level of Support (%)		
	Teachers	Students	Parents
1. The past	81	56*	79
2. The present	96	92	92
3. Relations -- actions & consequences	90	59*	79
4. Deciding desired social conditions	74	61	55*
5. Deciding desired action	66	36*	40*

Some interesting comparisons may be noted: (1) students would not emphasize the past as much as teachers and parents would; (2) nor would students be as concerned about the relationships between actions and consequences; (3) parents would not emphasize the attempt to set desired social conditions as much as either students or teachers would; and (4) neither parents nor students would emphasize action as much as teachers would.

2. Though none of the three groups was very supportive of the idea that the schools *teach a set of prescribed values* (Question 5), students opposed the idea most vigorously. The specific ratios of agreement were: teachers, 27%; students, 16%; and parents, 29%.

3. There were further interesting disagreements on the question of *whose concerns ought to be reflected in value inquiries* (Question 8 on teacher questionnaire).

Whose concerns	Level of Support (%)		
	Teachers	Students	Parents
1. Parents	[illegible]2	45*	73
2. Teachers	68	45*	66
3. Students	90	88	85
4. Community groups	67	42*	50
5. Churches	43	23*	47

Clearly, students would not assign as much influence in this matter to any other group as would teachers and parents.

4. The three groups supported the *interdisciplinary* nature of the program as follows: teachers, 74%; students, 57%; and parents, 68%.

5. All agreed that *Canadian content* should be increased: teachers, 82%; students, 65%; and parents, 79%.

6. Interestingly, final *Departmental examinations* at the grade IX level were supported by exactly 32% of each respondent group. Such exams at the grade XII level were supported by 40% of the teachers, by 41% of the students, and by 42% of the parents.

7. Only 40% of the teacher respondents believe there ought to be *prescribed textbooks*, but 62% of the parents believe there ought to be.

III. What Is and What Ought To Be In The Operation Of The Program

The following is a summary of the perceptions of the three groups, both as to what ought to be and as to what is in real Alberta classrooms, with respect to various aspects of the operations of programs. [The issues are abbreviated from specific questions in Section III of the three questionnaires.]

The Issue	Level of Support or Agreement					
	What Ought To Be			*What Is*		
	T.	S.	P.	T.	S.	P.
1. A value orientation	45	56	59	60	61	38
2. Exploration of student feelings	86	76	75	74*	45	36
3. Dealing with controversial issues	81	90	89	55	62	43
4. Behavior from many viewpoints	92	73	92	71*	49	41
5. In-school teacher planning	92	—	—	19	—	—
6. Challenging society's values	82	53*	76	38	20	29
7. End the dominance of history	26	57*	—	32	43	—
8. Involvement with community	84	71	79	20	17	18
9. Statement of school objectives	58	—	72*	26	—	25
10. Objectives in behavioral form	42	—	—	33	—	—
11. Reporting student progress:						
i. percentages	36	74	60*	43	77	39
ii. parent-teacher interviews	33	32	60*	52	37	32
iii. letter grades	45	37	28	42	33	26
iv. written comments	82	60	66	64	39	37
v. parent-teacher-student interviews	—	42	40	—	13	12

(continued)

The Issue	Level of Support or Agreement					
	What Ought To Be			*What is*		
	T.	S.	P.	T.	S.	P.
12. Selecting controversial issues						
i. teachers	93	63	71	77	66	37
ii. parents	42	20	36	7	8	8
iii. students	85	87	81	53	54	29
iv. administration	42	20	49	16	29	19
v. school boards	28	19	32	13	38	14
13. Involvement of the Home:						
i. in setting objectives	35	27	45	5	13	9
ii. in selecting resources	33	23	30	9	14	6
iii. in planning learning activities	32	25	35	9	13	8
14. Involvement of the Church:						
i. in setting objectives	18	7*	26	4	4	5
ii. in selecting resources	16	8	22	4	4	7
iii. in planning learning activities	13	8	19	4	3	7
15. Involvement of the Student:						
i. in setting objectives	62	87*	57	27	38	18
ii. in selecting resources	61	78	45	31	31	13
iii. in planning learning activities	76	87	60	44	37	19
16. Goals of evaluation:						
i. improvement of program	94	—	—	69	—	—
ii. allocation of resources	86	—	—	52	—	—
iii. improvement of teaching	90	—	—	67	—	—
iv. measurement of students	91	—	—	77	—	—
17. Recording 1/3 unstructured time	65	—	—	41	—	—
18. Student-teacher planning	76	—	—	48	—	—
19. Deciding solutions to problems	—	77	—	—	52	—
20. Evaluation of student beliefs	—	81	—	—	51	—
21. Opportunities to act on choices	—	77	—	—	37	—
22. Causing change in actions	—	22	—	—	13	—

(continued)

The Issue	Level of Support or Agreement					
	What Ought To Be			*What is*		
	T.	S.	P.	T.	S.	P.
23. Responsibility for keeping parents informed:						
i. Dept. of Education	—	—	31	—	—	8
ii. School	—	—	82	—	—	22
iii. Home & School Assn.	—	—	28	—	—	7
iv. School Board	—	—	23	—	—	6
24. Holding Parent Information Session	—	—	67	—	—	9

A number of very important general observations should first be made about the above summary of comparisons:

1. The discrepancy between the ideal and the real, perceptions of what ought to be and what is, is very great. All respondents -- teachers, students, and parents -- appear to hold one vision of what might be, but quite another perception of what really is. This sense of discrepancy (one might say, disillusionment) permeates virtually every aspect of the operational analysis.

2. Though there appears to be a degree of consensus of a few issues, it is also apparent that the agreement between teachers and parents is considerably greater than the agreement between student and teacher or student and parent. In other words, the student appears to have different perceptions, both as to what is and what ought to be, than do teachers and/or parents.

3. Though some parents did attempt to respond to the questionnaire, the rate of failure to respond as well as the inconsistency among their responses, would suggest that parents are not well informed about the Social Studies.

Their responses to one specific question and their written comments corroborate that suspicion.

4. The rate-of-agreement, within groups, is not particularly high. Support for many issues hovers around the 40-60% level. Hence, disagreement is likely to be at just about the same level. Indeed, it would appear that concerns within groups on some issues is little, if any, higher than it is between groups.

Some of the more striking inter-group comparisons are noted with an asterisk in the table.

ADDENDUM #1

THE SAMPLE, THE INSTRUMENTS, THE METHODS

1. THE SAMPLE

A random sample of 1853 teachers was selected from the Provincial Social Studies teacher population; 1213 elementary teachers, 377 junior high Social Studies teachers, and 233 senior high Social Studies teachers. The total sample represented 16.1% of the Social Studies teacher population. (The actual number of teachers receiving questionnaires was slightly less than 1853 due to duplication in the sample list.)

There were no other strata selected for survey sub-samples. All junior and senior high school Social Studies teachers and all elementary school teachers in Alberta were eligible for selection.

Seventy-eight teachers in the sample were randomly selected to distribute questionnaires to a class of Social Studies students. Of these 78, 30 classes (of approximately 30 students each from Grades 7 to 12) were asked to complete a student questionnaire, and 48 classes (of approximately 30 students each from Grades 1 to 12) were asked to take questionnaires home for parents to fill out. The student survey, with a sample of 900, and the parent survey, with a sample of 1440, increased the total sample to 4193.

2. THE INSTRUMENTS

A separate questionnaire was prepared for each of the three groups (teachers, students and parents). To test the instruments for clarity and comprehensiveness, we conducted a pilot survey in Edmonton from February 3 to February 7, 1975.

(a) Teacher Questionnaire

Fifty-four teachers representing the elementary, junior high, and high school levels of instruction were selected by the Edmonton Public School Board to test the teacher questionnaire. The 29 teachers who responded took part in a discussion session with the survey team to further examine the instrument.

Also, 35 students in the University of Alberta Education evening program completed the pilot instrument.

(b) Student Questionnaire

The student questionnaire was pilot-tested on 104 junior high school students in Edmonton by members of the survey team.

(c) Parent Questionnaire

Twenty-nine parents of children from the student group were involved in pilot-testing the parent questionnaire.

Following the pilot-testing, the questionnaires were redrafted with appropriate amendments, approved by the research team and Advisory Committee, and printed for distribution.

3. DISTRIBUTION AND RETURNS

The questionnaires were distributed to 14 regions throughout Alberta during the last week of February and the first week of March, 1975. In 11 of these regions, representatives selected by the President of the A.T.A. Social Studies Council received packages of questionnaires for distribution to teachers in their area. It was hoped that this method of "personal contact" by the regional representatives would result in a better rate of return. Questionnaires for the remaining three regions (Outlying Edmonton, Outlying Calgary, and Big Country) were mailed directly to individual teachers.

Table 1 on the next page shows the distribution and returns for each region.

Following the May 14th final deadline for returns, an additional 34 teacher, 50 student, and 18 parent questionnaires were received. However, these have not been included in our tabulations since analysis was almost completed when they arrived.

4. ANALYSIS AND FINDINGS

The data yielded by the questionnaires were coded, key-punched, and then submitted to computer analysis using Statistical Package for the Social Sciences data analysis programs. Initially, simple frequency distributions of responses to each question were calculated. Subsequently, responses to some of the questions were cross-tabulated against selected background variables to permit identification of variations in responses and relationships between characteristics of respondents and response patterns. Tests of significance (Chi Square) were run on all cross-tabulations.

TABLE 1

DISTRIBUTION AND RETURNS BY REGION

Region	Type of Question.	Number Distributed	Returned Completed	Not Returned	Percentage Return Rate
1. Yellowhead	Teacher	45	0	45	0%
	Student	60	0	60	0%
	Parent	30	0	30	0%
2. Central West	Teacher	119	66	53	55%
	Student	30	9	21	30%
	Parent	60	29	31	48%
3. Central East	Teacher	129	56	73	43%
	Student	60	30	30	50%
	Parent	120	25	95	21%
4. Northwest	Teacher	136	50	86	37%
	Student	30	0	30	0%
	Parent	90	23	67	26%
5. Northeast	Teacher	63	34	29	54%
	Student	30	27	3	90%
	Parent	60	23	37	38%
6. Southwest	Teacher	140	59	81	42%
	Student	30	25	5	83%
	Parent	90	0	90	0%
7. Southeast	Teacher	64	24	40	37%
	Student	30	0	30	0%
	Parent	90	0	90	0%
8. Edmonton Public	Teacher	259	149	110	58%
	Student	150	102	48	68%
	Parent	240	52	188	22%

(continued on next page)

TABLE 1
(Continued)

	Region	Type of Question.	Number Distributed	Returned Completed	Not Returned	Percentage Return Rate
9.	Edmonton	Teacher	113	79	34	70%
		Student	30	29	1	97%
		Parent	90	40	50	44%
10.	Calgary Public	Teacher	283	104	179	37%
		Student	180	135	45	75%
		Parent	300	76	224	25%
11.	Calgary Separate	Teacher	65	26	39	40%
		Student	30	0	30	0%
		Parent	60	7	53	12%
12.	Edmonton Outlying	Teacher	259	62	197	24%
		Student	210	140	70	67%
		Parent	180	27	153	15%
13.	Calgary Outlying	Teacher	82	12	70	15%
		Student	30	28	2	93%
		Parent	30	0	30	0%
14.	Big Country (Drumheller)	Teacher	37	4	33	11%
		** There were no student or parent questionnaires sent to this region.				
	TOTALS:	Teacher	1794	730	1064	41%
		Student	900	525	375	58%
		Parent	1440	302	1138	21%

ADDENDUM #2

THE SOCIAL STUDIES TEACHER POPULATION IN ALBERTA
A DESCRIPTION

There are 11,507 teachers in Alberta who have been identified as the Social Studies teacher population. In senior high schools, there are 699 Social Studies teachers (6.1% of 11,507), in junior high schools there are 1128 (9.8%), and in elementary schools there are 9680 (81.4%).

Eighty-two percent of the senior high school Social Studies teachers are male; 18.4% are female. In junior high, 69.6% of the Social Studies teachers are male; 30.4% are female. In elementary schools, 24% are male; 75.7% are female.

The typical Social Studies teacher is between 32 and 37 years of age, has taught from 7 to 10 years (4 or 5 years with the same school board), and has spent 4 to 5 years at University.

On the following pages, more detailed descriptions of the population are presented in statistical form. These data are from a Department of Education inventory called The Educational Staff Record. The Record includes all elementary teachers and those high school teachers who teach Social Studies or Social Science options one-third or more of their time.

SOCIAL STUDIES TEACHERS IN ALBERTA:
SOME CHARACTERISTICS

Descriptive Category	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
1. Age (average years)	33.9	35.3	34.0	32.8	33.2	32.8	33.7	36.5	35.8
2. Percent married	80.3	60.9	76.7	80.8	70.5	76.7	81.9	73.3	75.4
3. Total teaching experience (average years)	8.6	9.0	8.6	7.5	7.3	7.4	8.6	9.8	9.4
4. Term with the same employer (average years)	4.2	3.4	3.6	3.6	3.2	3.2	4.2	3.3	4.0
5. Years of teacher education	4.7	4.5	4.6	4.4	3.8	4.2	4.4	3.3	3.5
6. Highest Degree (%)									
-B.Ed. only	42.5	45.3	43.0	48.6	52.3	49.7	51.4	41.3	43.8
-B.Ed. & other Bach.	23.9	14.1	22.1	15.7	6.4	12.9	12.6	3.3	5.5
-Other Bachelor only	14.9	17.2	15.3	18.9	15.8	18.0	14.8	8.4	10.0
-M.Ed.	7.4	6.0	7.2	4.1	0.9	3.1	5.9	0.9	2.1
-No degree	4.9	8.6	5.6	9.5	23.7	13.8	12.9	45.5	37.6
7. Certification Held (%):									
-Professional	92.3	89.1	91.7	87.8	80.0	85.6	85.9	58.3	65.0
-Provisional	3.0	3.9	3.1	4.1	4.4	4.2	4.5	5.6	5.3
-Standard E	1.4	1.6	1.4	1.5	3.8	2.2	2.9	13.8	11.1
-Junior E	0.3	0.8	0.4	0.6	5.3	2.0	1.8	16.9	13.3

AGE DISTRIBUTIONS (%)
ALBERTA SOCIAL STUDIES TEACHERS

Age	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
-20	0.4	0	0.3	0.4	0	0.3	0.3	0.5	0.5
20-25	11.9	21.1	13.6	16.6	32.5	21.4	15.7	21.5	20.1
26-30	29.3	25.8	28.7	33.2	24.0	30.4	28.7	20.9	22.8
31-35	24.6	14.8	22.8	21.3	11.1	18.2	22.9	12.8	15.2
36-40	16.0	10.9	15.1	10.9	6.1	9.4	12.1	9.3	10.0
41-45	6.0	3.9	5.6	7.0	7.0	7.0	7.6	8.1	7.9
46-50	5.6	8.6	6.2	4.1	7.9	5.2	5.6	8.4	7.8
51-55	3.5	6.3	4.0	4.1	6.1	4.7	3.5	8.5	7.3
56-60	1.9	4.7	2.4	1.1	3.5	1.9	2.3	6.1	5.1
61	0	0	0	0.4	0.6	0.4	0.4	0.9	0.8
62	0.2	0.8	0.3	0.4	0.3	0.3	0.5	1.1	0.9
63	0.2	0	0.1	0.1	0.3	0.2	0.2	1.0	0.8
64	0.2	2.3	0.6	0.1	0.3	0.2	0.1	0.5	0.4
65	0.2	0.8	0.3	0.1	0.3	0.2	0.1	0.1	0.1
65 +	0	0	0	0	0	0	0	0.2	0.1
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TEACHING EXPERIENCE (%)
ALBERTA SOCIAL STUDIES TEACHERS

Experience in Years	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
-1	10.2	10.9	10.3	13.9	15.5	14.4	11.6	8.9	9.6
1	4.0	10.2	5.2	6.4	12.3	8.2	6.3	6.1	6.1
2	4.4	7.8	5.0	6.0	8.8	6.8	6.6	5.6	5.8
3	5.4	5.5	5.4	7.8	6.4	7.4	6.4	6.7	6.7
4	7.2	4.7	6.7	7.2	5.3	6.6	5.5	5.8	5.7
5	8.8	5.5	8.2	8.7	3.5	7.1	6.4	6.0	6.1
6	5.8	5.5	5.7	6.5	5.5	6.2	5.4	4.5	4.7
7	6.8	4.7	6.4	4.1	5.3	4.4	4.3	4.5	4.4
8	6.1	2.3	5.4	5.0	4.4	4.8	4.7	4.0	4.1
9	4.7	3.1	4.4	4.7	3.2	4.3	4.7	3.7	3.9
10	6.1	4.7	5.9	4.3	2.3	3.7	4.1	3.6	3.7
11	4.0	4.0	4.0	3.4	2.3	3.1	4.2	3.2	3.4
12	3.2	4.0	3.3	2.0	1.2	1.8	3.6	3.3	3.4
13	2.1	0.8	18.6	2.2	2.3	2.2	2.9	2.9	2.9
14	2.1	2.3	2.1	1.8	1.5	1.7	2.9	2.5	2.6
14+	18.8	24.2	19.8	15.8	20.2	17.2	20.0	28.7	26.6
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TEACHING EXPERIENCE WITH THE SAME EMPLOYER (%)
ALBERTA SOCIAL STUDIES-TEACHERS

Experience in Years	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
0- 5	68.9	62.5	67.7	68.1	60.8	65.9	65.7	61.8	62.7
6-10	7.2	7.8	7.3	5.7	7.3	6.2	9.7	10.9	10.6
11-15	3.3	5.5	3.7	2.9	5.5	3.7	4.4	6.7	6.2
16-20	2.1	2.3	2.6	2.0	2.3	2.1	1.9	2.7	2.5
21-25	1.4	2.3	1.6	1.2	1.2	1.2	0.8	1.3	1.2
26-30	0.2	1.6	0.4	0.1	0.3	0.2	0.1	0.4	0.3
31-35	0	0	0	0	0	0	0	0	0
36-40	0	0	0	0	0	0	0	0	0
Not Specified	16.9	18.0	17.1	19.8	22.5	20.6	17.4	16.1	16.4
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

YEARS OF TEACHER EDUCATION (%)

ALBERTA SOCIAL STUDIES TEACHERS

Years	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
1	0	1.6	0.3	0.1	3.5	1.2	0.6	11.3	8.7
2	0	0	0	0.9	5.8	2.4	1.5	13.7	10.7
3	2.1	3.9	2.4	2.9	9.3	4.9	5.8	14.7	12.5
4	47.1	53.1	48.2	60.7	67.8	62.9	57.5	50.9	53.5
5	27.1	19.5	25.7	22.8	8.5	18.4	21.6	6.0	9.8
6	21.8	18.7	21.2	10.9	3.2	8.5	11.0	1.7	3.9
7	0.2	0	0.1	0.3	0	0.2	0.5	0.1	0.1
7+	0.3	0.8	0.4	0.1	0.3	0.2	0.2	0.1	0.1
Not Specified	1.4	2.3	1.6	1.3	1.5	1.3	1.2	1.6	1.5
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

HIGHEST DEGREE OBTAINED (%)
ALBERTA SOCIAL STUDIES TEACHERS

Degree	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
B.Ed. only	42.5	45.3	43.0	48.6	52.3	49.7	51.4	41.3	43.8
B.Ed. and other Bac.	23.9	14.1	22.1	15.7	6.4	12.[illegible]	12.6	3.3	5.5
Other Bachelor	14.9	17.2	15.3	18.9	15.8	18.0	14.8	8.4	10.0
M.Ed. only	7.4	6.0	7.2	4.1	0.9	3.1	5.9	0.9	2.1
M.Ed. and other	0	0.8	0.1	0	0	0	0	0	0
Other Master	6.0	7.8	6.3	2.9	0.9	2.3	2.1	0.6	0.9
Doctorate	0.4	0	0.3	0.3	0	0.2	0.3	0	0.1
No Degree	4.9	8.6	5.6	9.5	23.7	13.8	12.9	45.5	37.6
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

POSITION OF EMPLOYMENT

ALBERTA SOCIAL STUDIES TEACHERS

Position	Sr. High	%	Jr. High	%	Elementary	%
Teacher only	526	75.5	858	76.3	7487	77.7
Substitute teacher	23	3.3	21	1.9	256	2.6
Teacher and:						
Department Head	56	8.0	29	2.6	36	0
Librarian	3	0	5	0	175	1.8
Audio-Visual Coord.	5	0.1	8	0.1	72	0.1
Work Experience Coord.	8	1.1	3	0	3	0
Guidance Counsellor	9	1.3	19	1.7	19	0
Vice-Principal	32	4.6	74	6.6	406	4.2
Principal	23	3.3	74	6.6	470	4.9
Other	12	1.7	32	2.8	697	7.2
Rejected data	2	0	2	0	13	0
TOTAL:	697	100.0	1125	100.0	9634	100.0

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX D

ANALYSIS AND ASSESSMENT OF INSTRUCTIONAL PROGRAMS

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VII. Alberta Social Studies Program Analysis Form .... 249.

The analyses of documents reported in this Appendix were conducted by T. Aoki, D. Massey and their colleagues at the University of Alberta.

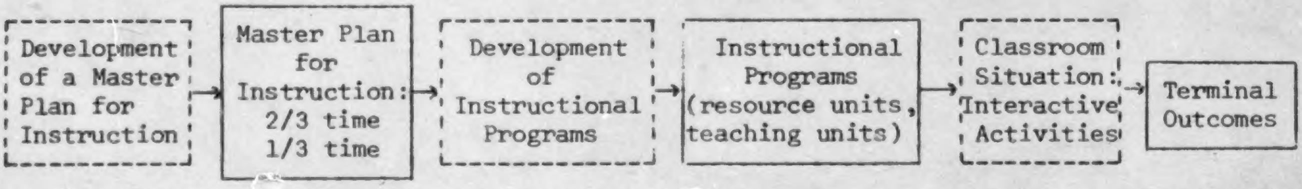
A list of the individual analysts is presented in Section VI of the report.

APPENDIX D

ANALYSIS AND ASSESSMENT OF INSTRUCTIONAL PROGRAMS

THE RATIONALE AND APPROACH

The content of this report is concerned primarily with the domain of instruction, which we have defined as the processes and products associated with (1) the Master Plan for Instruction as stated in the Curriculum Branch's major documents (e.g., Responding to Change, Experiences in Decision Making, Programs of Studies, etc.), (2) Instructional Programs (i.e., resource units and/or teaching units developed by school districts, teacher or teachers), and (3) the interactive phase of instruction (i.e., the classroom situation). Diagramatically, these show as follows:


Development of a Master Plan for Instruction
Master Plan for Instruction: 2/3 time 1/3 time
Development of Instructional Programs
Instructional Programs (resource units, teaching units)
Classroom Situation: Interactive Activities
Terminal Outcomes

The focus of this report is on the instructional programs, that is, the resource units and teaching units developed by teachers in schools and school districts. For this study, we have interpreted these instructional programs as transforms for classroom use of the Master Plan for Instruction. Viewing the instructional programs in this way permits us to examine the content of a program as the program developer's interpretation of the Master Plan. It also permits us to compare the instructional programs with the Master Plan: i.e., the teachers' views of Social Studies with the Master Plan developers' views of the Alberta Social Studies.

As indicated above in this study, the content of the teacher's handbooks, Responding to Change and Experiences in Decision-Making, is regarded as an integral part of the Department's Master Plan for Instruction. We are aware that the handbooks are "essentially service publications" and are prescriptive only insofar as they duplicate the content of the Programs of Studies. However, a careful analysis of the preliminary remarks in the Social Studies section of the Elementary, Junior High School and Senior High School programs of study reveals that the service documents (Responding to Change and Experiences in Decision Making) are an elaboration of the contents of the three programs of studies. Hence, in this study reference is made to Responding to Change and Experiences in Decision Making as a critical base for evaluation.

The instructional programs, designed by teachers prior to instruction, reveal explicitly or implicitly the teachers' intents: i.e., the outcomes anticipated, the instructional displays and the teacher/student activities intended. These programs, then, reflect the teachers' conceptualizations, certain aspects of which form the content of this study.

We have borne in mind the possibilities of variance between instructional programs (intended) and the instructional situation (operational) that ensues. The statements made in this report need to be viewed in terms of these possibilities. They will receive fuller attention elsewhere -- within the larger context of information from the questionnaire and the on-site surveys.

We view the key purposes of this study as follows: (1) to examine selected aspects of the teachers' conceptualizations of the Alberta Social Studies as revealed in the instructional programs they have developed; and (2) to assess these in terms of the conceptualizations in the Master Plan of the Alberta Social Studies.

APPROACHES TO EVALUATION

In the total scheme of the evaluation of the Alberta Social Studies program of which this is a part, three evaluation concepts were utilized:

i. verification, considered to be that process in which the worth of the object or process is judged in terms of an internal set of criteria;

ii. validation, considered to be that process in which the worth of the object or process is judged in terms of an external set of criteria, independent of the interests of the program;

iii. variance, considered to be the variation between the *what is* and the *what should be*, but a variation which could be viewed either positively or negatively. That is, whereas typically variance is considered a deviance or deficiency freighted with negative value, in our formulation we have attempted to avoid the one-sided negative connotation which tends to provide conceptual difficulties.

In the assessment of the instructional programs attention was given primarily to the verification process. The internal set of criteria were derived from the evaluation team's analysis of the Master Plan. In the verification activities, the evaluation team was engaged in simultaneous consideration of (a) the data generated by the analysts in the analysis of instructional programs, and (b) the set of internal criteria resulting from the analysis of the Master Plan documents. During this process, certain concerns relevant to the process of validation emerged, concerns regarding the validity of the criteria generated from the analysis of the Master Plan documents. In our endeavor to shed light on the validation process as well as the verification process, we have consolidated these concerns and now present our comments.

A DESCRIPTION OF THE ANALYTICAL APPROACH

In order to analyze the instructional programs, The Alberta Social Studies Program Analysis Form (see p. 249) was designed specifically for this study. The organization, questions, and indeed the exact phrasing of this Form are extensively used in the discussion which now follows.

As the study was an attempt to examine selected aspects of the way in which teachers conceptualize the Alberta Social Studies, we surveyed initially for a general description of the instructional programs to seek:

- whether, among instructional programs examined, resource units or teaching units predominated;
- who were engaged primarily in the evaluation of instructional programs;
- whether the instructional programs were developed for the 2/3 prescribed portion or the 1/3 non-structured portion of the Social Studies program.

The main portion of the analysis focussed on six selected aspects, each of which is described briefly below.

1. ORIENTATION TOWARD TOPICS/PROBLEMS AND TOWARD KNOWLEDGE TREATMENT

This aspect was guided by the central question: What is the general orientation of the programs toward topics/problems and toward knowledge treatment in instruction?

A major concern in the analysis of the instructional programs was the identification of the orientation of the programs *toward topics and/or problems*. Of particular relevance here is the formulation of Charles Morris in Signification and Significance, identifying three orientations: designative, appraisive and prescriptive. Each of these is described briefly on the next page.

(1) Designative Orientation (D). In this orientation, the emphasis is on information related to the questions: *What was? What is? What will be?* There point to three designative sub-modes based on the past, present, and future temporal dimension:

Designation	Topic/Problem	Time
D1	What was? What happened?	Past
D2	What is? What is happening?	Present
D3	What will be? What will happen?	Future

The designative modes show a concern for statements about objects, people and events in the past, present or future. Typically, stress on academic disciplines related to Social Studies (e.g., history, geography, and the social sciences) reflects a stress on the designative mode. History typically has a designative interest in the events of the past; geography has typically a designative interest in the present; some social sciences reflect designative interest in the control of events in the future as characterized by their interest in prediction, control and explanation.

The major development of Social Studies in Canada and in the United States during the sixties was a thrust in the direction of rigor through closer adherence to the modes of inquiry reflected in the disciplines. The orientation of this thrust may be considered to be designative.

The intent of Alberta Social Studies with emphasis on Experiences in Decision Making and on Responding to Change implies emphasis on the future, rather than on the past or present.

(2) Appraisive Orientation (A). The emphasis here is on problems and statements concerning *What should be?* or *What ought to be?* Social Studies resource units and teaching units in which these questions are of central concern are said to have an appraisive orientation. Value issues or problems concerned with preferred or desired states or conditions fall into this category.

(3) Prescriptive Orientation (P). This places the emphasis on problems and statements concerning *What should be done?* or *What ought to be done?* Instructional programs with a major concern for social action to bring about personal or social improvements are said to have a prescriptive orientation. Value issues or problems concerned with the formulation of a course of action fall into the prescriptive category.

Beyond designative, appraisive and descriptive orientations, we analyzed instructional programs in terms of their orientation *toward the treatment of knowledge in instruction.* Two such orientations are considered: knowledge transmission and inquiry.

In the knowledge transmission orientation, the knowledge to be understood by students is prescribed and emphasis is placed on the process of "transmission of knowledge" from "one who knows" to "one who does not know". The transmissive aspect predominates in instructional intent.

In the inquiry orientation, knowledge to be understood by the student is not prescribed but rather constituted (constructed) or formulated by the student as he is guided by a problem (designative, appraisive or prescriptive). Hence the process is characterized by the knower's actions upon his world as he engages himself in the *construction* of designative statements concerning *What was? What is?* or *What will be?*; of appraisive statements concerning *What should be?*; or prescriptive statements concerning *What should be done?* In the analysis, inquiry is treated in a special way. For instance, if the inductive approach is a feature of the program, it is interpreted to be inquiry oriented

The use of these two orientations (orientation toward topics/problems and orientation toward students' way of knowing) allowed us to formulate the following:

	Knowledge Transmission (T)	Inquiry (I)
DESIGNATIVE (D)		
D1 (What was?)	D1/T	D1/I
D2 (What is?)	D2/T	D2/I
D3 (What will be?)	D3/T	D3/I
APPRAISIVE (A) (What should be?)	A/T	A/I
PRESCRIPTIVE (P) (What should be done?)	P/T	P/I

2. CONCEPTS/CONCEPTUALIZING

The Social Studies Handbooks devote a large segment to concepts, their use and formulation in instructional programs. In the Master Plan are listed concepts to be utlized in the construction of programs.

Hence, in examining the resource and teaching units, after identifying the key concepts mentioned by the programmers, the analysts have indicated whether or not these concepts are reflected in the handbooks Responding to Change or Experiences in Decision Making. The content of each instructional program examined was further examined to see whether or not the concepts identified were actually developed in the unit.

The approach towards concepts as reflected in the instructional program was analyzed as follows:

(1) Concepts through examples. In this approach the generalized concept such as "family" is approached through examples (e.g. Indian family, Chinese family, Mexican family, etc.).

(2) Concepts through rules. In this approach the generalized concept is conceived as a construct of subconcepts which enter into lawlike relationships.

(3) Concepts as topics. This approach is based on a very loose usage of the term concept, and is essentially topical rather than conceptual. It is used as a category of concepts in the analysis because of its prevalence in Social Studies. (e.g. the topic, North American Indians, approached through education, problems, reserve settlements, culture, etc.)

For the first two approaches, concepts through examples and concepts through rules, we extended our analysis of the instructional programs in terms of the primary teaching strategy used: that is, whether the strategy called for *student attainment* of the concept, or *student formulation* of the concept.

3. VALUES/VALUING

The analysis of the programs in terms of orientation towards designative, appraisive and prescriptive topics and/or problems already provides a general view of values emphasis or lack thereof in the programs. In this section the analysis of the appraisive/prescriptive dimension is extended and is guided by the following questions:

i. Do the value concepts identified in the instructional programs reflect the major value concepts listed in the Master Plan documents?

ii. Are the value concepts identified explicitly developed in the programs?

4. SKILLS

The Social Studies handbooks emphasize the Social Studies skills, some of which have already been indicated. One broad set of categories was with regard to the orientation toward knowledge *transmission* or toward *inquiry*. The knowledge transmission orientation implies stress on skills such as recall, recognition, comprehension; whereas the inquiry orientation implies stress on generalizing, abstracting, analyzing, synthesizing, and so on.

Similarly, the general strategy of dealing with concepts was analyzed in terms of emphasis on *attainment* or *formulation* of concepts.

In this section our analysis was extended and guided by the following questions:

i. Do the skills identified in the instructional programs reflect the major skills listed in the Master Plan?

ii. Are these skills listed explicitly developed in the program?

5. STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT

An aspect of program development which is repeatedly stressed in the Master Plan is the notion of teacher and student involvement in program development. Hence, in the analysis of the instructional programs, data were sought to assist us in probing into this aspect. The three guiding questions were as follows:

i. Is there evidence of student involvement in the development of the program?

ii. Is there provision in the program for student involvement in program development after the program is launched?

iii. If yes is the answer to either of the above, is this involvement:
  - -in the development of goals and objectives?
  - -in the development of instructional materials?
  - -in the development of teacher and/or student activities?

6. PERSONAL ASSESSMENT

The final dimension analyzed was based on the analysts' judgment of each program in terms of its usefulness in teaching, ease of understanding, organization, clarity of statement of ideas, appropriateness for grade level, and student interest.

INSTRUCTIONAL PROGRAMS:
RESOURCE UNITS AND TEACHING UNITS DEFINED

Instructional programs may be of two kinds -- typically referred to as *resource units* and *teaching units*. A resource unit usually consists of an array of some or all of instructional objectives, instructional materials, teacher and student activities, etc., from which a teacher is expected to further select and to organize his own instruction. As an instructional program it is loosely structured. A teaching unit, on the other hand, consists of the same components, but much more organized. There exists an overall intent to coordinate anticipated outcomes, the instructional materials, student and teacher activities. The teaching unit, indeed, is looked upon as an instrument ready for instruction.

A DESCRIPTION OF THE INSTRUCTIONAL PROGRAMS COLLECTED

The documents analyzed below are teaching and resource units prepared by school districts, groups of teachers, or individual teachers. These were acquired with the assistance of the Department of Education, the Social Studies Council of the Alberta Teachers' Association, regional consultants, school superintendents, and individual teachers. Of special assistance in collecting the units were Dr. H. Sherk (of the Department of Education), Mr. F. Crowther, Mr. E. Olstad, and Mr. F. Schreiber (regional consultants with the Department of Education) and Mr. R. Wray (president of the Alberta Social Studies Council and consultant with the Edmonton Catholic School Board.)

Over 300 teaching and resource units were collected originally. Units that were duplicative in topic, content, and approach were eliminated from the sample, as were units that were incomplete or were designed for social science options rather than Social Studies. Table 1 on the next page summarizes the number and grade distribution of units collected and analyzed.

Table 1.

RESOURCE AND TEACHING UNITS COLLECTED AND ANALYZED

Division & Grade	No. Units Collected	No. Units Analyzed By Division
Division I		20
Grade 1	24	
Grade 2	20	
Grade 3	25	
Division II		22
Grade 4	28	
Grade 5	22	
Grade 6	30	
Division III		50
Grade 7	27	
Grade 8	23	
Grade 9	25	
Division IV		25
Grade 10	13	
Grade 11	11	
Grade 12	20	
TOTAL:	268	117

I. DIVISION I

UNIT TOPICS

Experiences in Decision Making outlines the primary Social Studies program topics as follows:

A. For two-thirds of class time:

Kindergarten - All About Me

Grade 1 - Families -- analysis of family living through case studies of, for example, a contemporary family, a family of long ago, an Afro-Asian family, and other families.

Grade 2 - Neighbours -- analysis of interactions which occur among, for example, the local neighbours, rural and urban neighbours, neighbours in other cultures.

Grade 3 - Comparing People's Communities -- comparison and contrast of community life in, for example, a modern-day Indian or Eskimo community and a North American megalopolis; a village in Africa or Asia and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast.

B. For approximately one-third of class time, classes in Social Studies may be devoted to problems that are of current interest to students and teachers.

Of the Division I units selected for analysis, 80% could be classified as being designed for the two-thirds structured class time. They include unit titles such as:

Grade 1 -- Should I Ever Be The Boss In My Family?
A Family in Peru
How Do Rural Families Spend Their Time In Autumn?

Grade 2 -- Should I Be A Good Neighbour At Christmas?
Neighbourhood Rules: Do We Need Them?
Our Local Neighbours

Grade 3 -- Would You Like To Live In Africa?
Why Is Land So Important To Japan?
Would Today's Indians Be Happier If They Had Never Met The White Man?

No kindergarten units were examined, although it would appear that a number of the grade one units might be adapted for kindergarten use. Units such as Who Am I? and How Am I The Same As Others? would be such sources. A number of the units seem to be a carry-over of topics from the 1964 Social Studies program -- Is There Anything New In My Schoolyard? (Schools), Should I Be A Good Neighbour At Christmas? (Christmas) and The Norwegians of Hennesberget (Norway). Twenty percent of the units classified as being appropriate for the one-third unstructured time would fall into this carry-over category.

UNIT ORIENTATION

Table 2 classifies the Division I units selected for study into five groups. The classification is based on the following five questions:

(1) Is the unit primarily concerned with knowledge transmission? Units that were representative of the previous Social Studies program (1964) primarily fell into this class. For example, Our School, People and Places from Literature, Eskimos.

(2) Is the unit inquiry oriented? The thrust of Experiences in Decision Making is such that one might expect units to focus on problems, open-ended questions and alternative conclusions.

(3) Is the unit mainly designative in nature? Designative questions focus on what was (A Pioneer Family) or what is (Our School).

(4) Is the unit mainly appraisive in nature? Appraisive questions focus on what ought to be and what should be done. The new Elementary Social Studies program makes it very clear that there should be a shift from designative to appraisive concerns:

> Students are invited to deal not only with the "what is" but also with the "what ought to be".
> (Experiences in Decision Making, p. 5)
>
> By actively confronting value issues, students . . . they will deal not only with the "what is" but also with the "what ought to be . . ."
> (Experiences in Decision Making, p. 9)

(5) Is the unit mainly prescriptive in nature? Prescription implies that students will be involved in determining what ought to be done. The Raths valuing model in Experiences in Decision Making is central to the new program. Inherent in the Rath's model is heavy emphasis on the prescriptive or taking of action upon held values.

Table 2.
ORIENTATION OF SELECTED DIVISION I UNITS

	Designative	Appraisive	Prescriptive	Total
Knowledge Transmission	49.5%	0.0	0.0	49.5%
Inquiry Oriented	28.5%	16.5%	5.5%	50.5%
TOTAL:	78%	16.5%	5.5%	100%

As is indicated in Table 2 the vast majority of the Division I units selected for analysis remain designative in orientation; further, about half are dedicated to knowledge transmission. Both trends would seem to be contrary to the thrust of the new Social Studies program.

CONCEPT TREATMENT

The concepts listed in Division I units analyzed are shown in Table 3 on the next page.

Table 3.
SUSTAINING CONCEPTS LISTED AND DEVELOPED IN SELECTED DIVISION I UNITS
(Units analyzed = 20)

Concepts	No. of Units Including the Concept	No. of Units Which Actually Develop the Concept
Cooperation	8	8
Interdependence	9	9
Conflict	4	3
Culture	6	5
Scarcity	2	2
Place	2	2
Space	4	4
Environment	3	3
Change	3	3
Norms	3	3
Responsibility	1	0
Loss	1	0
Family	2	0
Decisions	1	0

The handbook sets forth the knowledge component of the primary Social Studies program in terms of concepts and generalizations. The sixteen listed concepts and others:

> . . . should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity.
> (Experiences in Decision Making, p. 13)

The conceptual design is a modification of the one developed by Taba (1967).

Unfortunately the controls Taba had over the application of such a scheme to the specific units in her program are lacking in the Alberta program.

With individual teachers developing units, there is no assurance that a particular concept will be "visited" by children in a number of grades, or that indeed children will be acquainted with all the concepts.

Experiences in Decision Making indicates that there is a difference between organizing concepts and generalizations and the concepts and generalizations that should be used in the classroom:

> In planning units and lessons, teachers should translate these generalizations into language more appropriate to the level of his or her students.
>
> (Experiences in Decision Making, p. 25)

The units analyzed failed for the most part to make this distinction.

APPROACH TO CONCEPTS

Table 4 indicates central ways in which concepts were developed in the Division I units.

Table 4.

APPROACH TO CONCEPTS IN SELECTED DIVISION I UNITS

	Through Examples	Through Rules	Topical
Concept Attainment	18 units	6 units	6 units
Concept Formation	24 units	0 units	30 units
Neither	0 units	0 units	18 units

The handbook urges teachers:

> . . . In selecting social studies content, teachers should plan deductively from generalization to concept to specifics. Students should learn inductively; beginning with specific data, conceptualizing this data and then generalizing about the concepts.

The Place of Concepts in Social Studies Teaching and Learning

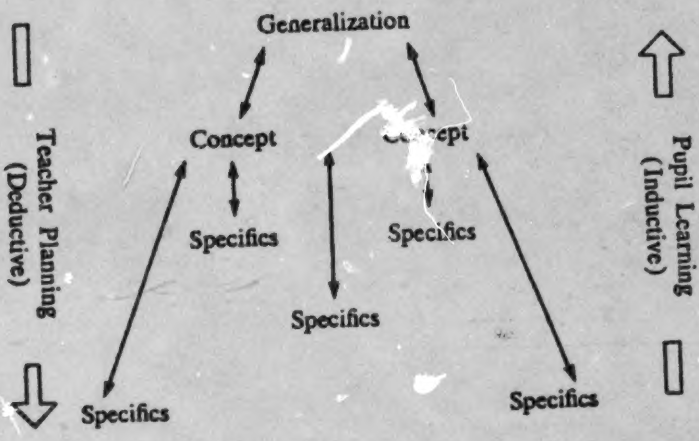

Generalization
Concept
Concept
Specifics
Specifics
Specifics
Specifics
Specifics
Teacher Planning (Deductive)
Pupil Learning (Inductive)

Table 4 indicates that about one-half of the units (54%) followed this model. That is, they developed concepts inductively either through examples or topics. About 30% of the units taught concepts directly -- that is, setting out the concept that is to be learned and following up with specific examples, rules or topics. A large number used a topical approach to concept development (54%). This probably is a reflection of the previous Social Studies program where all units were set forth on a grid in topical format.

VALUE CONCEPTS

The value concept outlined in the provincial handbook are starred in Table 5.

Table 5.

VALUE CONCEPTS FOUND IN SELECTED DIVISION I UNITS
(Units analyzed = 20)

	No. of units including the concept	No. of units which actually develop the concept
*The dignity of man	5	4
*Freedom	7	6
*Equality	2	1
*Justice	1	1
*Empathy	10	9
*Loyalty	5	5
*Other Values		
Responsibility	3	3
Honesty	2	2
Respect	2	2
Cooperation	4	4
Life Styles	1	1
Authority	1	0
Interdependence	1	0
Cleanliness	1	1
Work	1	1

*Listed in Experiences in Decision Making.

The vast majority of the value concepts included in Division I units have their origin in the handbook. Further, Table 3 would seem to indicate that the value concepts not only appear in the objectives of the units, but have actually been developed in the units.

Value concepts, as they appear in the objectives of the units, range from a position of value indoctrination to one which is essentially value free. Examples from two units illustrate this point:

Objectives

A. Values

2. To instil a sense of responsibility in the child.
6. To internalize a sense of honesty, justice, fair play, cooperation, loyalty in the children . . .
(Grade 1)

Objectives

A. Value Objectives

Students will make value judgments regarding respecting the rights, feelings, and ideas of others living in a different type of community. (Empathy)
(Grade 2)

SKILLS

Experiences in Decision Making (p.11) identifies at least two categories of skill objectives: *cognitive* and *social.*

Cognitive skills include:

- Recall and recognize data which are pertinent to social problems.
- Comprehend pertinent data (this skill includes the ability to translate, interpret and extrapolate from data).
- Analyze pertinent data in order to identify elements, relationships and organizational principles.
- Evaluate pertinent data in terms of internal and external criteria.
- Synthesize pertinent data in order to create an original communication or propose a plan of action.
- Apply pertinent data in the solving of social problems.

Social skills include:

- Interpret the feelings and ideas of others.
- Respond to the feelings and ideas of others in a manner appropriate to the occasion.
- Express one's own feelings and ideas to others.
- Cooperate with others though not to the extent of compromising basic values.

This categorization of skills is but one of the plethora of schemes utilized in Social Studies programs in an attempt to bring order to skill development. Using this classification, it would be hard to conceive of any skill that could not be included within its boundaries; hence the utility of the scheme can be questioned. The writers of Experiences in Decision Making in fact state that the "staggering array of Social Studies skills" can be subsumed under the valuing process -- i.e., choosing, prizing and acting (p. 24).

Analysis of the units revealed that the following skills were listed:

1. Locating data
2. Classifying data
3. Hypothesizing
4. Interpreting data
5. Organizing data
6. Communicating
7. Data gathering
8. Group skills
9. Interviewing
10. Acting on decisions made
11. Problem-solving
12. Listening
13. Solution generating
14. Labelling

All these skills are mentioned in Experiences in Decision Making, and all could be fitted into the gross categories of cognitive and social skills. However, it is problematic whether or not the skills mentioned within the analyzed units do in fact fit with the meaning imposed upon them by the authors of Experiences in Decision Making.

These unit skill objectives were, according to the analysts, actually developed in the unit.

Table 6.

SKILLS DEVELOPED IN SELECTED DIVISION I MODEL UNITS

Skill	Are these skills reflected in *Experiences in Decision Making?*	Are these skills developed in the Unit?
	YES	YES
Locating data	9	9
Classifying data	7	7
Hypothesizing	6	6
Solution generating	7	7
Interpreting data	5	5
Organizing data	4	4
Communicating	4	4
Gathering data	7	7
Group skills	6	6
Interviewing	4	4
Labelling data	3	3
Acting on decisions	2	2
Problem-solving	1	1
Listening	4	4

The following principles seem to have been operative in the analyzed units:

i. Skills should be taught functionally in the context of a unit.

ii. The program of instruction should be flexible enough to allow skills to be taught as they are needed by learners.

iii. The learner must understand the purpose of the skill and have motivation for developing it.

This functional approach may ignore two other principles:

i. Skill development is most effective when there is systematic and continuous application of skills.

ii. Skill instruction should be presented at increasing levels of difficulty across the grades.

STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT

Student involvement and student/teacher planning play an important role in the Elementary Social Studies program. The Master Plan states:

> Within this broad framework called the master curriculum teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives. (p. 5)
>
> Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers . . . (p. 7)
>
> The planning of all social studies units should be preceded by class discussions which are guided by probing questions from the teacher. Purposes of this pupil-teacher discussion should be to identify:
> 1. Problems, themes, or topics which students wish to investigate.
> 2. Attitudes, feelings, beliefs, and values which need clarifying.
> 3. Skills which need strengthening.
> 4. Areas of knowledge in which conceptual understanding is lacking. (p. 29)

However, not one of the eighteen analyzed units contained any evidence of student involvement in the initial development of the program, or of involvement anywhere during the actual implementation of the program. In spite of the stated Master Plan objectives, the units do not abide by them. One might speculate as to whether the unit plan developers consider Division I students to be too immature to make their own decisions or whether the unit plan per se negates student involvement because of its specificity in objectives and teaching/learning strategies. If a unit plan is viewed as a recipe book for a teacher to follow, the recipe cannot contain unknown elements such as the decisions students might make if given the opportunity.

Overall, the units were viewed favorably by the analysts, as can be seen in Table 7.

Table 7.

OVERALL IMPRESSIONS OF DIVISION I UNITS

	6	5	4	3	2	1	
Useful for teaching	3	6	4	2	2	0	Useless for teaching
Easy to understand	5	10	1	1	0	0	Difficult to understand
Well organized	3	4	6	2	2	0	Poorly organized
Ideas clearly stated	3	7	3	1	3	0	Ideas vaguely stated
Appropriate for grade level	6	7	2	2	1	0	Inappropriate for grade level
Interesting for students	2	10	1	3	1	0	Uninteresting to students

Yet despite these favorable ratings the unit plan method can be questioned. If the intent of the Master Plan is to allow student/teacher decision-making, one can ask whether the "recipe book" unit plan meets this objective. For if decision-making in the classroom is to operate, then "recipes" become redundant.

II. DIVISION II

Experiences in Decision Making devotes one chapter to planning instructional units for the Elementary Social Studies program. And, although this handbook indicates that the unit method is only one means of implementing the program, the amount of space devoted to this method and the absence of any alternative approaches would seem to indicate that the program developers favor this format for organizing instruction.

It has been stated that the unit method was a child of the Progressive Era, and was strongly advocated during the first forty years of the twentieth century; further, that the primary purpose of the unit method was:

> . . . to limit the range of a topic and hence to permit a thorough going cooperative inquiry by the teacher and the children, to enable children to acquire factual control, and to develop well-grounded answers to significant questions. In addition, it was designed to facilitate the practice of democracy in the classroom and to give every child some responsibility for decision making and planning for his own education.
>
> (Joyce, 1965: 165)

The present day Alberta Elementary School Social Studies program seems to deviate little from the original purposes set forth for the unit method. Indeed it is asserted that Alberta teachers have been preparing their own unit plans for many years, often with the help of externally prepared resource units. The latter is a reference back to the basic planning method used in the Enterprise, Alberta's unique response to the progressive education movement in the United States.

Chapter III of the Elementary handbook sets forth suggested procedures for developing unit outlines. These characteristics provided a yardstick which was used to appraise the units developed by teachers and teacher groups in the Province for the new program. In using such a yardstick, however, two things were kept in mind.

First, at least two kinds of formal units were found in the Province at the present time. These are *resource units* and what may be termed model or *sample units*.

RESOURCE UNITS	SAMPLE UNITS
Compendium of objectives skills, content questions, references, learning activities and evaluation activities built around a specific topic. Serves as a source of ideas for teachers to use in developing their own units.	A specific plan for developing a topic. Includes objectives, content, teaching/learning strategies and evaluation activities. Serves as a model for teachers to use in planning their own units.

TEACHING UNITS

Specific plans for a particular group of children in a given classroom.

Both kinds of units are expected to help save a teacher's time, energy and effort in preparing a teaching unit for use with a specific group of children. Table 1 gave a breakdown of the units examined and those subjected to detailed analysis for this report. Unit Titles by Grade (p. 236) provides a list of these units.

Resource and sample units are available to teachers in the Province from a variety of sources. In many cases school districts have committees of teachers prepare units. Individual teachers and students in classes at the universities prepare and circulate units. Recently, the Social Studies Council of the Alberta Teachers' Association offered to its membership a list of units which may be purchased through the organization.

Several school districts in the Province, such as the Yellowhead School Division, have gone one step further and prepared resource collections which include resource units along with artifacts, photographs, films, filmstrips, and reference books. These collections are usually circulated to teachers from a central booking depot. Experiences in Decision Making itself contains six sample units for teachers.

It is interesting to note the absence of resource units prepared by commercial firms in the Province. This is probably attributable to the unique features of the Alberta program -- making such materials unmarketable in other parts of Canada, and hence economically risky.

A second consideration of those undertaking an assessment of the units from around the Province was the basic evaluation question, "How well do the units meet the criteria for units established in Experiences in Decision Making?" The question of the goodness or validity of the ideas contained in the units is reflected in the examination of the handbook itself.

CONGRUENCY OF EXPERIENCES IN DECISION MAKING
AND
DIVISION II (Grades 4-5-6) UNITS

The Provincial handbook states:

> Approximately two-thirds of the social studies classtime Division II is to be spent inquiring into the following themes or topics:
> Grade IV - People in Alberta - Historical, economic, sociological and/or geographic analysis in Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases.
> Grade V - People in Canada - Sample studies to analyze historical and/or contemporary life in Canadian regions.
> Grade VI - Historical Roots of Man - Anthropological analysis and social history of early civilizations.
> Approximately one-third of the social studies class time is to be devoted to problems that are of current interest to student and teachers.
>
> (Experiences in Decision Making, p. 16)

The Division II units selected for detailed analysis were classified as follows:

2/3 Social Studies Classtime	- 20
1/3 Social Studies Classtime	- 0
Unclassifiable	- 2

Although it may be argued that any unit could be studied during the one-third unstructured Social Studies class time, it seems that specific units based on topics, other than those that fit the prescription of the Provincial handbook, have not been prepared.

UNIT ORIENTATION

It would appear that the units to a great extent are similar to those prepared for the previous Social Studies program. For example, the objectives of the 1964 Elementary program were such that almost all Division II units prepared for it would be classified as *designative*. That is, the units were concerned with what was (Life in the Past), what is (Canada at Work), or what will be (Social Progress in Canada and United States). The 1971 program should have effected a shift from these *designative* concerns to *appraisive* and *prescriptive* concerns. This shift would occur if units developed met the criteria as established in Experiences in Decision Making. For example, reference to the appraisive nature of the program:

> . . . they will deal not only with the "what is" but also with the "what ought to be" . . . (p. 9)

while the prescriptive notions of the program are embodied in the valuing process, as conceived by Raths, which appears to be the heart of the program:

> Students in the Alberta social studies should demonstrate that they are:
>
> Choosing - 1. Identifying all known alternatives
> 2. Considering all known consequences of each alternative
> 3. Choosing freely among alternatives
>
> Prizing - 4. Being happy with the choice
> 5. Affirming the choice, willingly and in public if necessary
>
> Acting - 6. Acting upon the choice
> 7. Repeating the action consistently in some pattern of life.
>
> (p. 9)

To meet the specifications of the 1971 handbook, then, the orientation of units should be on appraisive questions such as "what should be" or prescriptive questions such as "what should be done". Table 9 indicates that based on the units analyzed only about 36% meet this requirement.

Table 9.

ORIENTATION OF SELECTED DIVISION II SAMPLE UNITS

	Designative	Appraisive	Prescriptive	Totals
Knowledge Transmission	48%	0	0	48%
Inquiry Oriented	16%	32%	4%	52%
Totals:	64%	32%	4%	100%

This trend is reflected in the comments of the unit analysts:

> The values objectives apply mainly in the area of choosing - there is little prizing or acting to do with value decisions.
>
> The major criticism is that the unit is solely designative with no suggestions or ideas for either appraisive or prescriptive approaches to the various themes.

A second orientation concern of the program as outlined in Experiences in Decision Making is the approach teachers are expected to take to the program. As has been indicated previously the unit method is the only organizing approach suggested by the handbook, which states:

> . . . it is strongly suggested that elementary social studies units be organized around value issues. Value issues are usually expressed in question form and require students to make value judgments. (p. 30)

The handbook (p. 18) lists criteria for selecting unit learning experiences. They should involve a pertinent value issue, have futurity, contribute to the development of social and/or inquiry skills, lead to an understanding of significant social problems and be relevant to the needs and interests of learners. This approach to learning still seems to reflect fairly consistently the philosophy of John Dewey and means little shift from the approach expected in the old Enterprise program.

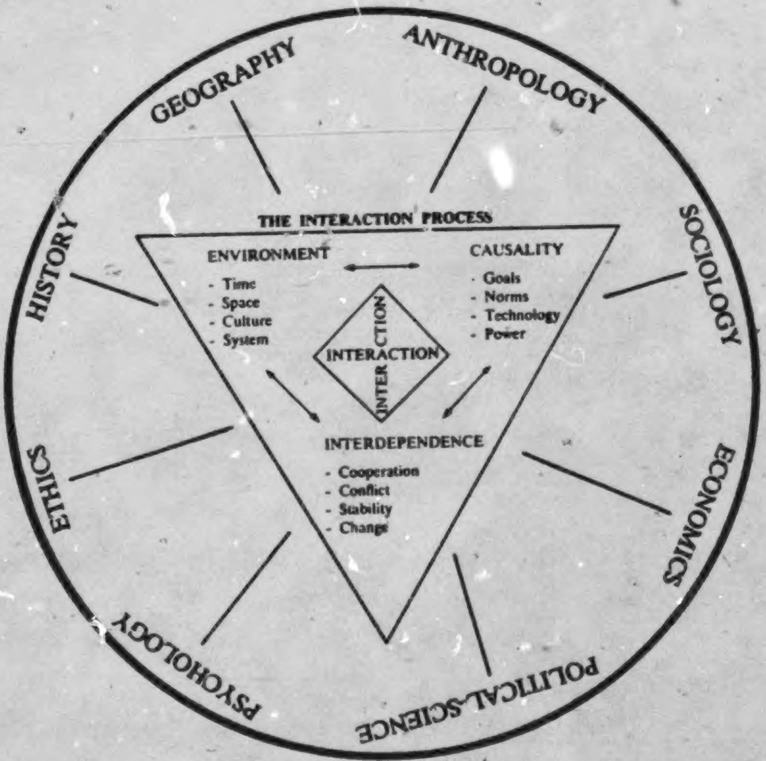
Table 9 indicates that 52% of the units analyzed seemed to be inquiry-oriented. The remaining 48% of the units appear to focus heavily on the transmission of particular sets of knowledge. Inquiry oriented units included titles such as Should the Canadian Indian Adapt to the White Man's Way of Life, Canadian Minorities: Should They Maintain Their Identity?, and Should This Town Die?. Knowledge transmission oriented units included titles such as People in Alberta, Historical Roots of Man: Ancient China, and Do Alberta and Argentina Have Similar Problems?.

The unit titles raise questions of relevance and significance. Although caution must be exercised in judging units by their titles, they often provide an indication of what is in the unit. One of the units in the Provincial handbook, Did the Aztecs Deserve to be Conquered?, is typical of the genre of units that have been developed in the Province. Whether the Aztecs deserved to be conquered or not is unlikely to have any impact on any other issue that might be examined, and it is unlikely, therefore, that it can be justified in terms of future use, relevance, or student interest. Indeed an examination of this group of units leads to the conclusion that they are really fanciful titles to units which are primarily dedicated to knowledge transmission. Where they do attempt to follow through the suggestions of the Provincial handbook the question of their worthiness as a legitimate Social Studies pursuit must be raised.

CONCEPTS AND CONCEPTUAL APPRAOCHES

> . . . the new social studies outlines major concepts and generalizations that are easily remembered, enduring, and transferable to a variety of life situations. (p. 5)
>
> Knowledge of concepts, generalizations, theories and structures should result from students synthesizing the specific data gathered or produced while confronting value issues. (p. 13)

Thus, Experiences in Decision Making sets forth the position taken by the Alberta program that *organizing concepts* will become one of the major knowledge objectives of the program. The organizing concepts themselves are identified as:


GEOGRAPHY
ANTHROPOLOGY
HISTORY
SOCIOLOGY
THE INTERACTION PROCESS
ENVIRONMENT
- Time
- Space
- Culture
- System
CAUSALITY
- Goals
- Norms
- Technology
- Power
INTERACTION
INTERACTION
INTERDEPENDENCE
- Cooperation
- Conflict
- Stability
- Change
ETHICS
ECONOMICS
PSYCHOLOGY
POLITICAL-SCIENCE

(Experiences in Decision Making, p. 13)

An examination of the units selected for analysis is given in Table 10 on the next page. The table indicates that for the most part the concepts developed in Division II units are those identified in Experiences in Decision Making. These concepts are only listed as unit objectives but in the main are also developed to some extent through learning activities. It should be noted that the use of organizing concepts such as those used in the Alberta program is built upon a number of hypotheses, including:

> *Concepts make remembering easier by helping organize large amounts of factual material.*
>
> *Concepts encourage transfer of learning to new problems.*
>
> *Concepts help children work in the language of academic scholars.*
>
> *Concepts from the disciplines can be developed in a form that even young children can work with.*
>
> *Concepts facilitate greater understanding.*
>
> *A set of interdisciplinary concepts representative of history, social science, and behavioral sciences is an adequate base for a Social Studies program.*
>
> *Concepts can be revisited with greater understanding as a learner progresses from grade to grade.*
>
> *Concepts which are basic to the Social Studies are essentially simple.*

Few of the units make explicit these hypotheses nor do they make clear the tentativeness of organizing concepts. That concepts may be modified or discarded is not made clear.

Experiences in Decision Making makes it clear that the acquisition of conceptual knowledge occurs or should occur inductively.

Table 10.

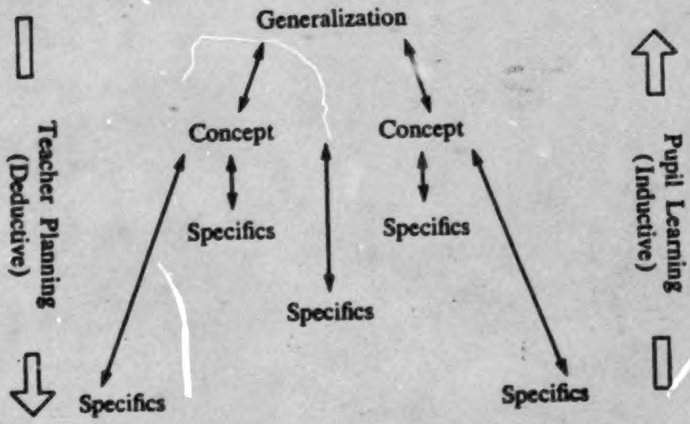
CONCEPTS INCLUDED IN SELECTED DIVISION II UNITS
(Number of units = 22)

Concept	Included in the unit	Actually Developed in the unit
* Conflict	6	6
* Change	12	12
* Interdependence	4	3
* Environment	2	2
* Causality	2	2
* Culture	8	8
* Interaction	2	2
* Technology	5	5
* Time	2	2
* Norms	1	1
* Systems	2	1
* Stability	1	0
* Power	4	3
* Conservation	4	4
* Cooperation	4	3
Society	1	0
Justice	1	0
Valuing	2	2
Adjustment	1	0

*Listed in Experiences in Decision Making

The Place of Concepts in Social Studies

Teaching and Learning


Generalization
Concept
Concept
Specifics
Specifics
Specifics
Specifics
Specifics
Teacher Planning
(Deductive)
Pupil Learning
(Inductive)

The analysis of the selected units indicated that the majority of the units (60%) were developed in a traditional topical approach. This approach is similar to that used in the 1964 Elementary Social Studies program and has its origin in the 1933 State of Virginia Social Studies program. It has had long use in the

Table 11.

APPROACHES TAKEN TO CONCEPT DEVELOPMENT
IN SELECTED DIVISION II UNITS

Concepts	%
Through Examples	12
Through Rules	28
Topical	60

Alberta Elementary School Social Studies program, having formed part of the Enterprise program. The least used approach through examples (12%) would seem to be the approach which closest approximates that advocated in Experiences in Decision Making.

VALUE CONCEPTS IN THE UNITS

Table 12 shows the value concepts that were included in the units analyzed. For the most part the value concepts included in Division II units were those identified in Experiences in Decision Making. Further, the concepts were not just listed in the units: in most cases they were developed through suggested learning experiences.

Table 12.

VALUE CONCEPTS FOUND IN SELECTED DIVISION II UNITS
(Units analyzed = 22)

Value Concepts	No. of Units Including the Concept	No. of Units Which Actually Develop the Concept
The dignity of man	13	13
Freedom	9	9
Equality	9	8
Justice	6	5
Empathy	7	7
Loyalty	4	3
Others		
Love	1	1
Respect	2	2
Courage		
Cooperation	1	1
Interdependence	1	1

The treatment of value concepts in the unit shows a great deal of confusion about the role such concepts are to fulfill in the Social Studies program. For example, the following are listed as "objectives" as they appeared in units.

> They should determine the effects of a class system on the dignity of man. (Grade 6)
>
> Loyalty - Development of an appreciation for the diversity of life styles in Alberta. (Grade 4)
>
> Do the arts improve the quality of life of the individual in society? (Grade 5)
>
> Should we accept and respect differences among Canada's ethnic groups? (Grade 5)
>
> . . . students will:
> (iv) demonstrate appreciation for the spirit of people who explore the unknown. (Grade 6)

Part of the confusion among the unit developers can probably be traced to Experiences in Decision Making. Teachers there are given the following seemingly contradictory directives:

> The new Social Studies invites free and open inquiry into the definition and application of individual and social values. (p. 9)
>
> versus
>
> Does the experience fit as a part of a sequence which will lead to a reasoned pride in Canada . . . (p. 9)

and

> Students in the Alberta Social Studies should demonstrate that they are
> Choosing --
> 1. . . .
> 2. . . .
> 3. Choosing freely from among alternatives (p. 9)
>
> versus
>
> In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals) . . . (p. 9)

The units reflect a variety of interpretations which range from the inculcation of a particular set of values to what is essentially a value free position. Unfortunately, the sample units in Experiences in Decision Making give little guidance to unit developers.

SKILLS

Experiences in Decision Making identifies at least two classes of skills which are to be included in the objectives of the Social Studies program: *cognitive skills* and *social skills*.

> Cognitive skills include:
>
> - Recall and recognize data which are pertinent to social problems.
> - Comprehend pertinent data (this skill includes the ability to translate, interpret and extrapolate from data).
> - Analyze pertinent data in order to identify elements, relationships, and organizational principles.
> - Evaluate pertinent data in terms of internal and external criteria.
> - Synthesize pertinent data in order to create an original communication or propose a plan of action.
> - Apply pertinent data in the solving of social problems.
>
> (p. 11)
>
> Social skills include:
>
> - Knowledge of ways and means of dealing with social problems should also include the ability to:
>   1. Interpret the feelings and ideas of others.
>   2. Respond to the feelings and ideas of others in a manner appropriate to the occasion.
>   4. Cooperate with others, though not to the extent of compromising basic values.

These two classifications of skills seem to be typical of the myriad of schemes that are used in Social Studies programs in an attempt to bring order to skill development. However, the classifications are so broad it is hard to conceive of any skill that could not be included and hence the usefulness of the scheme may be questioned. Samples of skills found in the Division units analyzed included:

2.a. Map skills - Map orientation, use of legends (grade 4)

Data using - distinguishing fact from opinion
- hypothesizing
- defining (grade 6)

Develop cause and effect statements (grade 5)

Recognizing sequence and chronology (grade 6)

Table 13 indicates that all of the skills listed in the units were, at least to some extent, developed in the units. It also reflects the mixed categories from very global to highly specific skills which were contained in units.

Table 13.

SKILLS DEVELOPED IN SELECTED DIVISION II UNITS
(Units analyzed = 22)

Skill	No. of Units Included in Objectives	No. of Units Actually Developing
Data gathering	11	11
Analysis	12	12
Evaluation	12	12
Problem solving	5	5
Reporting	3	3
Social skill	5	5
Mapping	2	2
Graphing	2	2
Synthesis	1	1
Comparisons	3	3
Interviews	1	1
Group dynamics	1	1
Choosing	1	1
Prizing	1	1

The skills included in Experiences in Decision Making and the units analyzed seem to be based on the following principles:

i. Skills should be taught functionally in the context of a unit.

ii. The program of instruction should be flexible enough to allow skills to be taught as they are needed by learners.

iii. The learner must understand the purpose of the skill and have motivation for developing it.

The following principles of skill development seem to be ignored:

i. Skill development is most effective when there is systematic and continuous application of skills.

ii. Skill instruction should be presented at increasing levels of difficulty across the grades.

STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT

Student involvement and student-teacher planning plays an important role in the Elementary Social Studies program. The Master Plan states:

> Within this broad framework, called the master curriculum, teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives. (p. 5)
>
> Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers . . . (p. 17)
>
> The planning of all social studies units should be preceded by class discussions which are guided by probing questions from the teachers. Purposes of this pupil-teacher discussion should be to identify:
>
> 1. Problems, themes, or topics which students wish to investigate.
> 2. Attitudes, feelings, beliefs and values which need clarifying.
> 3. Skills which need strengthening.
> 4. Areas of knowledge in which conceptual understanding is lacking.
>
> Most teachers already use suitable formats in the preparation of unit plans. However, some may prefer to use the following format which allows for effective integration of objectives and learning opportunities. (p. 29)

However, as Table 14 indicates, the accommodation for student involvement in the units analyzed is minimal.

Table 14.

PROVISION FOR STUDENT INVOLVEMENT IN THE DEVELOPMENT OF SELECTED DIVISION II UNITS
(Units analyzed = 22)

	Percentage of Units Analyzed	
	Yes	No
Evidence of student involvement in the development of the unit.	10	90
Student involvement provided for in the unit.	25	75

In those few instances where student involvement was incorporated in the unit, none were included in goal determination as is shown in Table 15.

Table 15.

PLANNED STUDENT INVOLVEMENT IN SELECTED DIVISION II UNITS
(Units analyzed = 22)

Involvement In	Yes	No
Goal development	3	2
Instructional materials	3	2
Teaching/learning strategies	2	1

The predicating of a Social Studies program on the unit method of instruction raises the question of how useful the unit method is considered to be. It is disconcerting to read the comments of Orlosky and Smith, who, in rating the success of the unit method and unit planning, conclude that they are:

> A change that has not been accepted as a frequent characteristic of schools but has left a residue that influences educational practice.
>
> (Kappan, March 1972, p. 413)

III. JUNIOR HIGH SCHOOL

UNIT ORIENTATION

The comments made in this section are based on 50 Junior High School units (grades 7, 8 and 9) that were examined. All teaching units examined applied solely to the two-thirds instructional time as prescribed within Departmental handbooks. The majority of these units were created by groups of teachers or individual teachers. In some instances (10%) units were developed by school districts, although it is recognized that school districts had assigned groups of teachers or had teachers released for the development of units. No units concerning the one-third "optional" time were available for examination. This may be due to the fact that the one-third time is devoted to individual projects, that teachers plan differently for this time, or that the time is not being utilized as set out by the Department of Education.

The units examined were almost equally distributed between the knowledge transmission orientation and the inquiry orientation (56% to 44%). (See Table 16 on the next page.) In the DAP dimension, 86% of the units had a designative orientation (D1, D2 and D3), 12% an appraisive orientation, and only 2% a prescriptive orientation.

Table 16.

ORIENTATION TO TOPIC/PROBLEM (%)

Orientation to Topic	D1	D2	D3	A	P	
Knowledge transmission oriented	18	36	0	2	0	56
Inquiry oriented	18	14	0	10	2	44
	36	50		12	2	
TOTAL:	86			12	2	100

Within the knowledge transmission orientation, practically all of the units emphasized the "what is" -- i.e., the present state of affairs within topics under study. Units oriented towards inquiry also concentrated upon the designative ("what was" and "what is"). The designative stance in both knowledge transmission and inquiry orientation (86%) indicates where the classroom teacher appears to be concentrating his/her attention. The appraisive and prescriptive stance of Responding to Change is not stressed: unit developers appear to be ignoring the appraisive and action stance of the Master Plan.

The stance of the units suggests that program developers concentrate upon having students "understand", "examine", "have an appreciation of" and "know" about facts and concepts. Our impression is that their designatively oriented instructional programs stress historical and geographical dimensions. The units also reflect a general tendency toward these disciplines which would appear to contradict the interdisciplinary intent of the program (Responding to Change, p. 93)

In most units student activities are controlled by the teacher. Students' presentation of ideas and methods of learning techniques are "massified": instructional display materials reflect the interest of the teacher rather than the interest of the student. This stance is somewhat inconsistent with premises evident in Responding to Change (pp. 2-3, 11, 52-54, 88-89, 95-99).

The use of behavioral objectives in many of the units can be seen as a control or monitoring device in the approach students use towards problem defining, the location of data, and the conclusions that students arrive at within the units' experience. The heavy emphasis upon the designative component of units examined suggests that teachers are mainly oriented toward factual information. Students are often presented with readings and then asked questions such as the following:

i. What was the extent of the Church's influence over the lives of the people in Latin America?

ii. What problems did the politicians face in attempting to curb the Church's power?

iii. How was the problem of the Church resolved in Mexico? In Argentina?

iv. Why did a problem such as this not exist in Canada in the 19th century?

The major skills emphasized appear to be data collection and data organization.

The very title Responding to Change reflects the belief that due to societal "change", the Alberta Social Studies program should provide content that is future-oriented. The emphasis on the "what was" and "what is" components of the designative orientation at the same time point to the neglect of the "what will be" or "what will happen" dimension. This is contrary to the future orientation of the Alberta Social Studies as reflected in the handbook's title, Responding to Change.

The questions of student evaluation provided in the teaching units also represent the heavy emphasis upon recall and factual knowledge. Students are asked to answer the following types of questions (emphasis added):

1. Identify three occasions when the U.S.A. interfered in Latin America to "stop Communism". (grade 9)
2. What effects would the various climate types have on the way people live in the different regions of Africa? (grade 8)
3. Locate the following on the map of Africa, e.g. Sahara Desert, Nile River, etc. (grade 8)
4. Name several ways in which Mexicans show this attitude each November 2. (grade 9)
5. Define what an anthropologist is. (grade 7)
6. Discuss: Are Minority Groups Trapped in the Poverty Cycle? (grade 9)

While these questions appear to meet the criteria suggested in sections of Responding to Change (p. 15-16), the contradictory nature of the segments of the handbook leaves the teacher in some doubt as to what form of evaluation he/she is expected to pursue. The handbook states:

1. All too often it [evaluation] is seen as if it were only measurements - a way of determining marks, grades and credits. (p. 55)
2. Objectives of Evaluation . . . (3) to provide for individual needs (p. 57)

The variance between Chapter 8 on evaluation and Chapter 3 on objectives needs some examination in order to assist teachers to meet the program's main emphasis -- which appears to be value clarification, value inquiry and value concepts. The units examined represented this lack of clarity with their concentration upon cognitive recall to the detriment of the valuing dimension implicit within the Alberta Social Studies program.

CONCEPTS/CONCEPTUALIZING

It would appear from Table 17 that the substantive concepts used in the units examined are taken from Responding to Change. The teaching units also suggest that the teachers concerned develop the concepts as listed in the handbook. The concepts emphasized within the units, at the Junior High School level, are those of technology, culture and change, and this is in keeping with the intent of the program guides.

Table 17.
CONCEPT DEVELOPMENT (%)

	Yes	No
Are the concepts listed in column A reflected in the suggested grade outline in Responding to Change (pp. 21-45)?	100	0
Are the concepts actually developed in the unit?	93	7

The teacher's concept of a concept, as shown in Table 18, appears somewhat varied. The general view of a concept (60%), that it is one of *topicality*, indicated the program developers' "weak" understanding of concepts. The looseness of the understanding of concept is reflected in the fact that 28% of the units examined approach concepts through *examples*. Concepts through *rules* was pursued in only 12% of the teaching units examined. The control of concepts in this case appeared to be determined by the use of a social science discipline (e.g. political science, history, geography, etc.)

Table 18.

GENERAL APPROACH TO CONCEPTS (%)

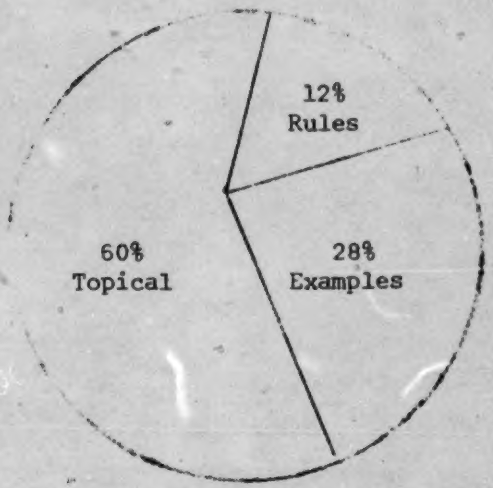


Table 19 shows that most program developers were concerned primarily with concept attainment (48%), although formulation of concepts was fairly actively pursued (30%). Some units, while listing concepts, show little or no understanding of either concept formation or attainment.

Table 19.

THE STRATEGY OF DEALING WITH CONCEPTS (%)

Concept attainment	48
Concept formulation	30
Neither	22

This interpretation given to concepts varied from teacher to teacher and this, in part, may be due to the inadequacy of Responding to Change's handling of concept development (p. 8). While the handbook refers to the interdisciplinary base of Social Studies' concepts in many units, concepts were examined in a disciplinary structure. The diagramatic representation of "spiralling concepts" as shown on page 9 of Responding to Change seems to have created problems for teacher interpretation. The concepts for value clarification (e.g. Dignity of Man, Freedom, Equality, etc.) are seen as being applicable in varying degrees of complexity to all grade levels. The "expanding horizons" belief built into the Alberta Social Studies program has a tendency for grades 1 - 6 teachers to concentrate upon environment, with the stress on space, time, culture and system; the Junior High teaching units examine the relationships among the concepts of *technology*, *man* (goals and norms) and *culture* in causal terms; and the High School examines interdependence in terms of cooperation, conflict, stability and change. This would suggest that the basic idea of concept development proceeding from the simple to the complex is being "ignored" by many teachers. A weakness may be the lack of clarity in the diagram on page 9 and the lack of amplification of the key concept of interaction which is stressed in the handbook.

VALUES/VALUING

The value concepts that were identified in the teaching units examined were in keeping with those suggested in Responding to Change (see Table 20 on the next page). In general, the value concepts as suggested within the teaching units, and supported by departmental handbooks, were also developed within the teacher produced products. The value concepts that received the most attention within the teaching units were *empathy*, *freedom*, *dignity* and *justice*. It should be noted that 10% of the teaching units examined failed to provide value concepts (see Table 20), and that the same percentage of teaching units failed to develop value concepts that they considered an integral part of the unit that had been developed.

The units examined would suggest that value concepts are being examined within the "should" dimension, but the predisposition to act may not be amplified to a degree consistent with Responding to Change. While many teaching units attempt to examine value issues, the extent or generalizability of value concepts suggested in the handbook allow for many interpretations of their "development". The basic premise of "prizing, acting, choosing" would appear to be unclear as a method within valuing, and this is reflected in the units examined. Units did reflect an attempt at values clarification: this was particularly noticeable when simulation games, readings which represented various views, and attitudinal scales were used.

Table 20.

VALUE CONCEPT DEVELOPMENT (%)

	Yes	No
Are the *value concepts* listed in Column A reflected in the suggested grade outline in Responding to Change (p. 6)?	100	0
Are the *value concepts* actually developed in the unit?	90	10

SKILLS

The major skills, as identified from the examination of teaching units, reflected those proposed in Responding to Change (see Table 21 on the next page). It was also clear that teaching units attempted to develop the skills that had been selected from Provincial guidebooks. The skills that were clearly emphasized consisted of data gathering and data organization, tending to support the designative component of the examined teaching units. It would also appear that the teaching units have a tendency to concentrate upon reading and writing skills. The teaching units also attempted to develop "thinking" skills, although not to the same degree as data collecting skills.

The action dimension of problem solving has not been interpreted by teachers in a manner that is consistent with the intent of Responding to Change. The emphasis, as stated earlier, has been on data gathering skills and their organization; little attention has been given to the "active" mode of skill development. The traditional emphasis on knowledge is still predominant and the active mode has yet to be understood or implemented in the teaching units examined.

Table 21.

SKILL DEVELOPMENT (%)

	Yes	No
Are the skills listed in Column A reflected in the suggested grade outline in Responding to Change (Chapter X, pp. 74-89)?	100	0
Are the skills actually developed in the unit?	100	0

STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT

It would appear that little student involvement takes place in the initial development of teaching units. This suggests that teachers either use topics from Responding to Change or else they select what is considered relevant to students. In only 10% of the teaching units (see Table 22) was there any recognition given to student involvement in the initial development of programs. In Chapter 7 of Responding to Change criteria are listed in the planning of units of study; criteria 18(a) (p. 54) specifically refers to the involvement of students in the development of programs. From the units examined it would appear that teachers or groups of teachers develop programs and ignore the factor of student input.

Table 22.

STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT (%)

	Yes	No
Is there evidence of student involvement in the initial development of the program?	10	90
Is there provision for student input somewhere in the development of the program?	28	72
If "yes" to either or both above, is this involvement		
-in the development of goals and objectives?	20	80
-in the development of instructional materials?	76	24
-in the development of teaching and/ or learning strategies?	60	40

The scene as determined from the examination of teaching units appears a little better in the case of student input within the ongoing development of programs. In this case, 28% of the teaching units allow for student input, although 72% of the units show no direct student involvement (see Table 22). The 28% of units examined provide students with the opportunity to become involved in program development, although student role varied considerably.

The units that do allow student involvement admit this input in rather specific ways. The student is seldom involved in the development of goals and objectives that are a part of each teaching unit; students are generally involved in the development of display material and, to a degree, there is also involvement in the developing of teaching and/or learning strategies. The units examined, where student involvement was provided for while meeting some of the criteria as specified by the Department of Education, do not fully meet the intent of the program development implicit within Responding to Change.

The analysts were asked to consider the teaching units examined on the basis of the following:

i. usefulness for teaching
ii. ease of understanding
iii. organization
iv. clarity of ideas stated
v. appropriateness for student grade level
vi. interest for students

In general, the teaching units were found to be "acceptable" from the teacher's perspective. The teacher's recognition of a need for teaching units and "should" experiences helped the analysts to understand the intent of the programs developed. The consensus was maintained except for issues v. and vi: while teachers recognized the intent of the teaching units, the interpretation of appropriateness to grade level and student interest tended to be somewhat negative. In some part this is undoubtedly due to the heavy emphasis on the designative component of the teaching units, and the lack of student involvement in the development of programs. "Interest for students" is of crucial importance: ignoring it may well result in loss of motivation.

IV. SENIOR HIGH SCHOOL

UNIT ORIENTATION

All of the units examined at this level were designed for the two-thirds prescribed instruction time. These units consisted of unipaks units distributed by school boards, units being sold by the Alberta Teachers' Association, and units developed by individual teachers. The sample consisted of 25 units.

On the basis of the units examined, we cannot make any inferences concerning the one-third unstructured portion of the Alberta Social Studies Program. The units did not contain any evidence concerning the topics, approaches, and extent of time "devoted to problems that are of current interest to students and teachers" (pp. 10, 11).

Table 23 on the next page summarizes the orientation evident within units to the topic or problem of concern. Methodologically, the orientation of units to a topic tends to be inductive. Students are to approach factual material in terms of a question or problem and are expected to arrive at a conclusion or generalization. This tendency to an inductive approach was loosely classified as being inquiry oriented (72%). However, what is considered in these teaching units to be inquiry is not similar generally to the inquiry strategies suggested in Responding to Change (pp. 95-100, 6, 53, 54); if these strategies were to define inquiry, then very few of the units would be other than straight knowledge transmission. Program developers would appear to interpret inquiry as students answering specified questions and solving predefined problems from display materials which are teacher selected. Students are given very little choice in exercising decision-making skills when defining the "what" and "how" of unit topics. Student activities are teacher controlled, and appear to be premised on:

i. homogeneity of student interest, experience, and learning style; and

ii. teacher selection and interest rather than the interests of students.

These two premises are not consistent with the view of inquiry evident in Responding to Change (pp. 2-3, 11, 52-54, 88-89, 95-99).

Table 23.

ORIENTATION TO TOPIC/PROBLEM (%)

Knowledge transmission oriented	28
Inquiry oriented	72
Designative	
D1-What *was*. What *happened*. (past)	36
D2-What *is*. What *is happening*. (present)	44
D3-What *will be*. What *will happen*. (future)	4
Appraisive	
What *ought to be*. What *ought not to be*. What *should be*. What *should not be*.	16
Prescriptive	
What *ought to be done*. What *ought not to be done*. What *should be done*. What *should not be done*.	0

Although the majority of the units are oriented towards teacher control, there is variation among units concerning the degree of structure and method prescribed for inquiry. On the one hand, units which are designed in the form of a unipak or with behavioral objectives tend to give a student very little choice and tend to monitor closely a student's problem-defining, information-locating, and generalizing. On the other hand, units which are designed with no explicit objectives tend to lack conceptual or methodological structure. For example, one grade 11 unit consists of a list of questions of which the following are extracts:

i. Is the idea of eternal damnation of non-Christians still valid?
ii. How can the Church which is a traditional institution perform in an age of change?
iii. Why did the Reformation take place when it did?
iv. Is the civil violence in the world today a symptom, a cause, a result or a method of change?
v. Should a society attempt to maintain its traditions? Why or why not? What good are they?

Twenty-five questions such as these are not researchable within the time span of one unit. In this example, inquiry needs to be based upon a methodological and conceptual structure, or else the "answers" to these questions become little more than a gloss. It can be concluded that there is a wide variation in that which is conceived by program developers to be inquiry strategies.

An examination of the type of inquiry and knowledge transmission predominating in the units examined is summarized in Table 24.

Table 24.

DESIGNATIVE/APPRAISIVE/PRESCRIPTIVE ORIENTATION (%)

	D1	D2	D3	A	P	Total
Knowledge Transmission Oriented	16	12	0	0	0	28
Inquiry Oriented	20	32	4	16	0	72
Total	36	44	4	16	0	100
GRAND TOTAL:	84			16	0	100

The great majority of units are designatively oriented (84%), emphasizing factual material related to "what was" (36%) and "what is" (44%) occurring. Only a few of the units (16%) are appraisively oriented and none are prescriptively oriented. This is surprising in light of the appraisive and prescriptive stance of Responding to Change. Teachers appear to be ignoring or reinterpreting the valuing and action premise of the program:

> . . . [students] will deal not only with the "what is", but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.
> (p. 5)

The large emphasis in Responding to Change upon the "valuing process" (pp. 5-6, 13, 52-54, 64-74, 85-86, 98-99) and upon "social action" (pp. 5, 6, 13, 63, 99) is not reflected generally in the units examined.

An examination of the intents of the units strongly suggests that teachers are concerned primarily with the factual content. Students are to negotiate large amounts of information, lists of questions, and multiple readings. Factual material is to be "known", "understood", and "reorganized" by students into written form; consequently, the skills intended are data collection and organization. The major orientation of the units, therefore, is towards factual information of the past and present.

Very few of the units (4%) were designatively oriented towards information related to "what will be". Responding to Change is premised on the belief that because of accelerated and continuous societal "change", Social Studies content should emphasize projected trends and problems, provide skills "to cope with a world of uncertainty", and develop "a concern in students that is future-oriented" (pp. 2, 5, 13, 64, 95). As this premise is reflected in very few of the units examined, it does not appear that teachers share the same concern for content and for skills related to "change", "uncertainty", and "what will be" as does Responding to Change.

It would appear that teachers utilize the social sciences as the context, source and model for organizing factual material. History and geography are the widely used exemplars for unit development, although many units utilize aspects of various social science disciplines. However, the predominance of discipline-based unit development does explain partially the designative rather than appraisive or prescriptive orientation of most units.

The use of behavioral objectives also tends to maintain a designative orientation in those units in which such objectives are used. This designative stance is particularly evident in unipaks because the unit organization in accordance with behavioral objectives focuses the student upon mastery of bits of information rather than upon valuing, inquiry and social action. Those units that are organized around a value question or a social problem tend more towards an appraisive perspective.

Student evaluation is based primarily upon written assignments and tests. Examinations are weighted heavily towards the recall and interpretation of factual material. Students are asked, for example, the following types of questions (emphasis added):

1. *List* the mammation needs of man. (grade 10)
2. In two or three sentences give a clear *definition* of the science of anthropology. (grade 10)
3. *What* is the basic function of Parliament? (grade 10)
4. *Identify* at least four different political institutions that make decisions regarding your school life. (grade 10)
5. *Explain* in one or two sentences each two differences in the authors' attitude towards Quebec. (grade 10)
6. *Locate* on the outline map of Canada, the location of the first English speaking settlements in Upper Canada. (grade 10)
7. *Discuss* the role of the Soviet Union, the Western Nations and Japan in the Chinese Revolution. (grade 11)
8. *Compare* and *contrast* the programs of the Kuomintang and the C.C.P. Which do you feel had a more realistic program? (grade 11)

Test questions such as these would appear to be inconsistent with the following guidelines suggested in Responding to Change (emphasis added):

> 1. Regardless of the way in which an objective has been stated, there is no way of determining whether or not it has been achieved until there is an observable, overt behavior on the part of the learner (p. 15).
> 2. The objectives should be attainable by instruction (not by accident) and should be capable of being measured (p. 16).
> 3. Are objectives stated in terms of student's behavior or performance which can be evaluated? (p. 54)

However, it is difficult to interpret the evaluation strategies utilized in teaching units in the light of Responding to Change as a totality. Recommended guidelines for evaluation tend to be contradictory when they have to be applied in unit development. The following statements are not easily interpreted if evaluation is to be understood by teachers in terms of Chapter 3 on behavioral objectives (emphasis added):

> 1. All too often it is seen as if it were only measurement - a way of determining marks, grades and credits (p. 55).
> 2. Are students involved in the evaluation? (p. 54)
> 3. Objectives of Evaluation . . . (3) To provide for individual needs (p. 57).

Indeed, Chapter 8 on evaluation and Chapter 3 on objectives need to be articulated with the program's major emphasis on value clarification, value inquiry, and value concepts. The units examined have neglected evaluation of the valuing dimension and focussed rather upon measureable cognitive recall. The orientation in student evaluation, therefore, tends also to be designative.

CONCEPTS

The majority of substantive concepts identified in the units were reflected in the suggested grade outline in Responding to Change (see Table 25 on the next page). Concepts stated appear to be developed throughout the units, although many concepts (30%) are merely listed without being followed up. Some units do not appear to be concerned with concepts or generalizations per se; however, many units do attempt to develop and use concepts as tools for inquiry.

Table 25.

CONCEPT DEVELOPMENT (%)

	Yes	No
Are the concepts reflected in the suggested grade outline in Responding to Change (pp. 21-45)?	82	18
Are the concepts actually developed in the unit?	70	30

A characteristic of many units is a lack of emphasis upon explicit strategies for concept development (pp. 90-93, 97). Strategies for attaining or formulating concepts are often difficult to identify in units because of emphasis upon organizing and interpreting factual material. As summarized in Table 26, one-half of the units did attempt to use concept attainment strategies to some degree, defining and illustrating concepts for students primarily by providing various readings. One-quarter do not attempt any strategy. For example, in a unit entitled "A Study of Revolution", grade 11 students are to examine the following sequential topics:

A. Introduction to China
B. Basic Facts of China and the Chinese
C. Traditional Society
D. Rebirth of China
E. Life in Communist China
F. New China Policy
G. The Mind of China

China's history and geography is "covered" topically, but the concept of "revolution" is not developed. Students merely answer questions and are tested on content covered. Perhaps Responding to Change (pp. 93, 97) needs to be more explicit as to how concepts are to be developed and used.

Table 26.

THE STRATEGY OF DEALING WITH CONCEPTS (%)

Concept attainment	52
Concept formulation	28
Neither	20

The varying interpretations of Responding to Change with reference to concepts evident in the units appear to reflect confusion over what a concept is (see Table 27 on the next page). The majority of units (60%) do not appear to be based upon a concept of concept. Information is organized by topics or by questions rather than by generalizations and concepts. One-quarter of the units view a concept as a general label or category into which examples can be placed. Few units (16%) develop concepts as rules or criteria for discriminating events. For example, "imperialism" may be developed in terms of interrelated subconcepts which provide a rule system for student thinking about events rather than a list of examples for topics. When one examines the concept of concept implicit in Responding to Change, there is no consistency between the discussion of concepts undertaken (pp. 90-91) and the illustrations supplied (pp. 21-45). What a concept is needs to be established more clearly, because the units examined appear to show some confusion.

Table 27.

GENERAL APPROACH TO CONCEPTS (%)

Concepts through examples	24
Concepts through rules	16
Topical	60

We had difficulty in interpreting units in light of the "interaction process" specified in Responding to Change (pp. 7-9, 14, 94-95). It would appear that teachers also have difficulty in understanding the conceptual scheme and "spiral" relationship prescribed. As a result, there are many interpretations of what a concept is, what the program's conceptual base is to be, and how concepts are to be developed.

The "interdisciplinary" source for concepts assumed in Responding to Change (pp. 93) has many interpretations in the units examined. "Interdisciplinary" appears to be interpreted in three ways by the unit developers:

1. Each unit is developed within the confines of one social science. Over the course of a grade, students would examine concepts from four or five disciplines separately. For example, grade 10 students in one school system study:
   (a) "I am an Indian". Two of the objectives of the unit are "to learn fundamental concepts of anthropology" and "to learn the skills of an anthropologist".
   (b) "French-English Tensions". In the preamble of this unit students are told: "In this topic you will be using the skills of the historian in studying the development of the French and English cultures in Canada . . ."
   (c) "Politics: The Art of Decision-Making". Students are told that the purpose of the unit is "to aid you in learning concepts from the discipline of Political Science" in order to understand "man's political behavior".
   (d) "Geographic Development of Canada". Concepts are selected from physical, cultural and economic geography.

2. Each unit is developed by selecting concepts from four or five distinct disciplines. For example, a student would deal with geographical concepts, then history, then sociology, and so on, in examining a problem. Disciplines are kept separate and distinct.

3. Each unit is developed by selecting concepts which are not related to a specific discipline base. The boundaries among disciplines tend to be broken down in this approach.

The first two approaches would seem to be closer to being multidisciplinary than interdisciplinary, although Responding to Change (p. 93) is not clear in presenting what the distinction should be.

VALUES

The value concepts suggested in Responding to Change (pp. 6, 91) are of such general nature that most (76%) of those identified in the units are related to the "dignity of man, freedom, equality, justice, empathy, loyalty" and so on (see Table 28). However, the primary emphasis of the units is upon substantive concepts. Value concepts tend to be more implicit within the units.

Table 28.

VALUE CONCEPT DEVELOPMENT (%)

	Yes	No
Are the *value concepts* reflected in the suggested grade outline in Responding to Change (p. 6)?	76	24
Are the value concepts actually developed in the unit?	85	15

The "valuing process" is not evident generally in units. Part of the reason for this may be the briefness with which valuing strategies are dealt with in Responding to Change (pp. 5, 52-54, 64-74, 85-86, 98-99). The value frameworks of Raths and Krathwohl, value clarification techniques, and value inquiry approaches are not used commonly in units. Value clarification does occur with simulations, attitude scales, and readings which present various points of view on an issue.

Units are not organized generally around a central value question or a constellation of questions. When value questions do appear in units, it is difficult to trace their development. One could conclude that value questions are often "tacked on" to the beginning or the conclusion of a unit, rather than being an integral part of the unit's objectives, display and strategies. It is the substantive material that is of primary concern.

The ideal of "free and open inquiry into the definition and application of individual social values" *does* appear to be "inconsistent with the application of theistic goals" in some of the units examined (p. 5). For example, one general objective of a unipak is to:

> Acquaint you with various methods of initiating social change which are acceptable to Christians today.

A guideline recommended for planning and implementing units is that "the teacher respect the students' rights to hold points of view that differ from his own" (p. 53). It would appear that the valuing premises of Responding to Change are interpreted differently by various school boards.

SKILLS

Skills suggested and developed in the units are related largely to the student's collecting, organizing, and presenting of data (see Table 29).

This emphasis is consistent with the designative orientation of the units in general. Students are taught primarily to translate information from various print sources into their own written expression; consequently, the emphasis is upon locating, interpreting, synthesizing and presenting information. The community, television, and media other than books and local newspapers are ignored as legitimate data sources. Modes of expression are mainly written, consisting of essays, answers to questions, and "reports". Very few of the units can be interpreted as being concerned explicitly with "social" skills (6%), "communication" skills (15%), "critical thinking" (5%), "problem" defining and solving (7%) and "decision making" (4%).

Skills related to the "valuing process" (pp. 74,86), "exploring feelings" (p. 85) "interpersonal problem solving" (p. 85), "inquiry" (pp. 95-99) and "concepts of methods" (p. 91) as set out in Responding to Change are largely neglected. The premise of the Social Studies program that effective and cognitive skills are to be integrated does not appear to be particularly useful to the teacher (pp. 5-6, 74).

Table 29.

SKILL DEVELOPMENT (%)

	Yes	No
Are the skills reflected in the suggested grade outline in Responding to Change (pp. 74-89)?	100	0
Are the skills actually developed in the unit?	90	10

STUDENT INVOLVEMENT

Students were not involved in the development of the units. Individual or groups of teachers constructed units *for* students rather than *with* students. This producer-consumer pattern does not appear to be consistent with the assumption of Responding to Change concerning the classroom as the locus for unit development:

> The planning of a Unit of Study for use with a particular class of students should be preceded by an assessment of the students in the classroom - a diagnosis of their needs, problems, interests, background, and social learning . . . Much of this knowledge will have to be gathered as the Unit of Study is developed with the students . . . (p. 51, emphasis added).

Further, a criterion to be applied to the planning of units is:

> Are the students involved in the formulation of objectives and in the planning of content and learning experiences? (p. 54) (see also p. 8)

None of the units examined showed evidence of student involvement as it seems to be suggested by Responding to Change.

Further, many of the units examined have been published *for*, and distributed *to* teachers for general usage. This apparent trend towards developing teaching units *for* teachers is difficult to interpret in light of Responding to Change:

> If groups of teachers work together in planning units of study the participants can gain valuable learning experience, especially those who are less experienced or less knowledgeable in the new program. (p. 51)

Teachers are not cooperatively planning and developing units of study for the purpose of their own professional growth. Rather, units are prepared by an individual teacher or group of teachers *for* other teachers. A basic presupposition of Responding to Change is that every teacher *is* a program developer; this does not appear to be evidenced in the units examined. Apparently teachers need units of study prepared for them. Inconsistency in Responding to Change as to whether units are (1) to be developed by teachers cooperatively, or (2) to be developed by teacher and students jointly, does not appear to affect the developmental approach taken in the units examined. School boards may have selected a third option, that of having units developed for and distributed to teachers. This may suggest that two assumptions underlying the present program are questionable:

i. that teachers have the interest, time, and expertise to develop their own units; and

ii. that it is desirable or feasible for students to be involved jointly with teachers in unit development.

What is clear, though, is that further clarification concerning the notion of "development" is needed by the Department of Education.

However, in some of the units (40%) there is a weak provision for input of student concerns and suggestions into the unit framework (see Table 30 on the next page). This input is not in the development of the unit's goals and objectives, but in the instructional materials and strategies used. Teachers retain control of what the units are designed to accomplish by defining the value, knowledge, and skill objectives for students. The assumptions appear to be that (1) students are not capable of defining jointly with their teacher what students are to learn, or that (2) this defining should be the teacher's prerogative. Student involvement in the development of instructional material and strategies is qualitatively minor and is usually of a supplementary nature. Students are allowed to choose "topics", for example, although these topics are generally within a teacher prescribed framework. Especially in those units which are based on behavioral objectives, as recommended in Responding to Change (pp. 15-20), the possibility for student input into the unit itself is significantly minimal.

Consequently, it would appear that the units examined are conceived by their developers as products rather than as classroom processes and activities. The units are frameworks to be imposed upon student activities and tangible materials to be mastered rather than problem solving, valuing, and acting. Significant questions could be raised concerning the social control function of such units, the view of knowledge underlying them, and their consistency with present learning theory.

Table 30.

STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT (%)

	Yes	No
Is there evidence of student involvement in the development of the program?	0	100
Is there provision for student input somewhere in the development of the program?	40	60
If "yes" to either or both above, is this involvement		
-in the development of goals and objectives?	0	100
-in the development of instructional materials?	75	25
-in the development of teacher and/or learning strategies?	82	18

PERSONAL ASSESSMENT

Analyzers assessed the units as favourable generally on the following criteria:

i. useful to teachers
ii. easy to understand
iii. well organized
iv. ideas clearly stated
v. appropriate for student grade level

Most of the units are considered to be acceptable from a teaching perspective. Teachers do understand and communicate with one another through the units that they develop. In other words, teachers do share a common reality as to what the general criteria of a teaching unit is to be.

However, when the analyzers were asked to take the student's perspective concerning interest of the unit, there were a variety of responses. Many of the units are perceived as lacking in student interest. (See Table 31.)

Table 31.
PERSONAL ASSESSMENT BY ANALYZERS (%)

	6	5	4	3	2	1	
Useful for teaching	23	32	27	3	3	12	Useless for teaching
Easy to understand	27	50	12	3	3	3	Difficult to understand
Well organized	32	23	32	7	3	3	Poorly organized
Ideas clearly stated	15	48	12	15	3	7	Ideas vaguely stated
Appropriate for student grade level	20	54	12	7	7	0	Inappropriate for student grade level
Interesting for students	13	25	25	13	7	17	Uninteresting to students

V. UNIT TITLES BY GRADE

Grade One:

A Family of Long Ago

A Family in Peru

Should I Ever Be the Boss in My Family?

How Do We Get Along Together?

A Dutch Family

A Month With Red Deer the Indian Boy

What is Good and Evil?

Who Am I?

What Is A Family?

How Am I The Same As Others?

How Do I Find About My World?

Is There Anything New In My Schoolyard?

What Should I Do About Christmas?

In What Way are Japanese Families Similar to Canadian Families?

A Contemporary Family

Would You Like To Live In An African Family?

How Do Rural Families Spend Their Time in Autumn?

Physical Environment - Effect on Family Functions

The Family - Would you rather live in your type of family or in an early Indian family?

Would I Like to have Been a Boy or Girl in a Pioneer Home?

Would I Like to be a Member of a Pioneer Family?

A Family in Japan

Grade One: (cont'd.)

How Should I Spend Christmas
A City Family
What I Am

Grade Two:

Should You Have a Pet?
An Overview of Unit Plans for Grade Two Social Studies
Should I Be A Good Neighbour at Christmas?
Why Do People Choose to Live in a Particular Neighborhood?
How Do Rural Families Spend Their Time in Autumn?
Where Would You Rather Live?
Neighborhood Rules: Do We Need Them?
Would You Be Happy Living in Japan?
Neighborhoods: Rural and Urban Neighborhoods
Our Local Neighborhoods
Should I Go to School?
A Family of Biblical Times
Would you Like to Live in China
Why do People Live in the City?
Would you like a Hutterite Neighbour?
Neighbours
A Family of Long Ago
The Indian Today and Yesterday
I Would Like to Live in ________________
The Growth of the City

Grade Three:

Are the Bushmen Primitive? Bushmen of the Kalahari
Would You Rather Live in a Larger City?

Grade Three: Study of Community Problems
(cont'd.)

Would You Like to Live in a Coffee Plantation in Brazil?

Change is Characteristic of Man and his Natural Environment, but is this change in his Natural Environment the same throughout the world?

Why is Land So Important to Japan?

Life in the Jungle - Brazil

How is Our Community a Part of Edmonton

How Was the Eskimo Changed In His Journey Through Time?

Is Christmas Celebrated Differently Throughout the World?

In What Way Does the Fire Department Illustrate Community Interdependence?

Are People Living in Norway Different To People Living in Edmonton?

Would You Like to Live in Africa?

Life in a Modern Eskimo Community

Africa Below the Sahara Kenya

A Contemporary Family Resource Unit

A Comparison and Contrast of Communities
1. A Fishing Village in Japan
2. Life on a Prairie Indian Reserve
3. A Masai Community in Kenya

Man in Communities

Would Today's Indians Be Happier if they had Never Met the White Man?

Would you like to live in an Eskimo Village?

Would you like to live on a Coffee Plantation?

Would you like to live in Kenya?

A Local Community Problem

Grade Four: Alberta and the U.S.S.R.

Does the Alberta Parks Program Provide Adequately for the Vacationer?

How Does Alberta's Economy Affect It's People?

Should Edmonton Have Been Chosen for the Capital of Alberta?

Do Alberta and Argentina Have Similar Problems?

Oil in Alberta and the Middle East

What is Alberta Really Like?

Should a Town be Allowed to Die? (The Birth and Death of a Town)

Towering Skyways

Should I Ever Be The Boss In My Family: Teaching Unit in Social Studies

Australia: Local Study V.S. Australia

Would You Like to Have Been an Alberta Pioneer?

Our Cultural Roots

Will We Run Out of Trees?

A Comparative Study of Cattle Ranching in Alberta with Sheep Ranching in Australia

Early Days in Alberta

The Wealth of Alberta

Local Study Compared to Australia

Alberta: A Vacation Land to be Developed

The Alberta and Argentine Cowboy

Man in Alberta

Would you Stay in an Alberta City?

Does History Affect Native People?

Should Apartment Families Have the Vote?

History of Alberta, 1754-1905

Grade Four: (cont'd.)

How Should We Use Our Land?

Should Minorities Keep Their Identity?

Would You Like to Live in the Outback of Australia?

Grade Five:

Canada - Fact or Fallacy?

Bowness - Past, Present, Future (In Depth Study of a Local Area)

Beads, Blood and Battle

How Should People Determine Land Usage in Which Land is Valuable Available Land and Valuable Industrial and Urban Development?

Canada: Where Should We Live?

The Search for Greener Pastures

Calgary: Past, Present, Future

What is Culture?

Yellowknife - Capital of the North West Territories

Winnipeg - Gateway to the West

Transportation Past, Present and Future

An Analysis and Comparison Geographical, Sociological, Economical, Historical, and Political of Four Regions of Canada: Quebec, Ontario, The Maritimes, and the City of Vancouver

Should Valuable Arable Land be used for Industrial Development and Urban Housing?

Should the Canadian Indian Adapt to the White Man's Way of Life?

Hamilton: Wheels of Progress

The Fishermen of Lunenberg

Okanagan: Valley of the Sun

The North: Should It Be Developed?

Should a Provice Be Allowed to Secede?

Grade Six: Ancient Civilizations

Are Some Primitive Customs Worth Preserving?

Should Hagar Have Been So Horrible?

The Past So What?

An Urban Environment Study

How Does Man Choose a Home?

Why Did Ancient Greece Rise and Then Fall?

Should The Greeks Deserve to be called the Backbone of our Heritage?

Historical Roots of Man: Ancient China

Ancient Greece? The Birthplace of Democracy

Unit Outline for the Analysis of the Development of Nationhood in Canada

Early Civilization of Egypt

Are Patterns of Our Democratic Government Similar to that of Some of Ancient Greece?

Did the Ancient Romans Make use of the Ideas of Other Peoples?

Was the Structure of Medieval Society Dictated by Conditions of the Times?

Could There Have Been an Egyptian Civilization Without the River Nile?

Was There Any Justification for the Crusades?

Nationhood in Canada

Civilization - An Anthropological View

The Aztecs: Imposed Death?

Medieval Society

Village Life in India

Why did a great nation like Egypt sink into oblivion?

Should We Preserve the Remnants of Past Civilizations?

Grade Six: (cont'd.)

Why was religion so important in Medieval man's life?

Did Western Civilization destroy the Mayans?

The Incas - Kingdom in the Clouds

The Phoenicians

Culture of the Romans

Barbarians V. the Romans

Grade Seven:

The Canadian Indian

Pre-Industrial Society Great Britain From Roman Occupation to the Industrial Revolution

Man-Culture-Technology in Pre-Industrial Societies Britain-Roman Occupation to Industrial Revolution

An In-Depth Study of Canadian Culture

On Values

Social Studies Handbook, Grade 7

General Outline for Unit Study of Pre-Industrial Cultures

What is Alberta?

The Masai

Ride to Nowhere: Indian Culture in Conflict and Co-operation

Man, Technology and Culture in a Pre-Industrial Society The Australian Aborigine

Man, Technology and Culture The Bushman

What is Culture?

Canadian Indians - Coming of White Man to the Present Time

Pre-historic Man

Does Environment Affect Culture

Similarities and Differences of Pre-Industrial Cultures

Man: The Dirferent Animal

The Cultural and Technological Progress of Early Man

Grade Seven: (cont'd.)

The Culture and Technology of Tasaday

How does socialization take place?

Technological Change in Eskimo and Aborigine Culture

The Stone Age Cavemen of Mindanas

Early Man

Cultural Conflict

What is Technology?

Hunters and Gatherers: The Bushmen

Grade Eight:

The African World

Pacific Islands

Man, Culture, and Technology, in Afro-Asian Societies

Should the Rights of the Individual Be Considered More Important than the Rules of Society?

Social Studies Handbook Grade 8

Pardon Me

Should the Rights of the Individual Be Considered More Important Than the Values of Society: Modern China

How Should You Respond to a Conflict Between Nations Such as the One that Created the State of Bangla Desh?

Population and Production in Afro-Asian States

African Geography

African History

India

Industrialization

China

Economic Development in Africa

The Middle East

Grade Eight: (cont'd.)

Cultural Change in Africa

An African Culture

Afro-Asian Man

Apartheid in South Africa

Political instability in Afro-Asia is often a result of a lack of political experience

Afro-Asian Nationalism

Colonial Africa

Grade Nine:

Political Systems - Democracy

Should the State Assume Responsibility for the Welfare of the Individual?

Poverty

By what means and to what extent should the state control the individual?

Individual Liberties

South America (Overview)

The Church in Latin America

Latin America - V.S. Relations

Culture of the Soviet Union

Should Latin American Countries Adopt Cuba's Policy of Revolution to Liberate Themselves from U.S. Political and Economic Domination?

Culture in the Western World

Political Systems - Democracy

By what means and to what extent can the individual and the group influence decision making?

The Geography of Latin America

The Individual and Society

The Welfare State

Grade Nine: (cont'd.)

To what extent have revolutions in Latin American countries resulted in progress for the people?

Industrialization

Is Industrialization desirable for all societies?

Is Change Always Progress?

Europe

The History of Latin America

The History of the U.S.S.R.

Communism V Democracy

Urbanization in Latin America

Grade Ten:

Tourist Map Interpretation

Social Studies 10 Value Issue III

Social Studies 10 Canadian History

Federal (a game)

Urbanization

Geographic Development of Canada

French-English Tensions

Canadian Ethnic Groups

Riel: Saint or Sinner?

Canadian - U.S. Relations

Study of Canada - Its People and Culture

Politics: The Art of Decision Making

I Am An Indian

Grade Eleven:

Cultural Conflict

Population and Production

Religion and Change

Grade Eleven: (cont'd.)

Geography 20

Social Studies Unit Grade XI Religion and Change

Renaissance and Reformation

What do we mean by Tradition and Change (Case Studies)

How Does Art Reflect Man's Quest for the Ideal?

Should a Society Maintain its Traditions?

How is Change Reflected in Societal Responses to Problems?

Social Change: The Non-Violent Approach

Grade Twelve:

S. Union: A Problem Study

Soviet Union: Value Issue

Geography of the Soviet Union

A Suggested Approach for a Study of the U.S.S.R.

Soviet Union: Motivational Activities

An Introduction to the Study of the Soviet Union

Formulation of Understanding, Problem, and Minor Problems

Group Organizations

Study of India Using the Problem-Solving Approach

Suggested Opening Activities for What is Technology?

Inferring and Generalizing

Articles on Culture: Change

Suggestions for Developing Objectives, Content and Evaluation Strategies Related to the Decision Making Process in Secondary School Social Studies

Values Inquiry in High School Social Studies

Development of Socialistic Democracy vs. Development of Capitalistic Democracy

Economics 30

Grade Twelve: (con't.d)

Social Studies Unit Grade 12 Conflict and Co-operation

World War I

China: In Revolution

Democratic Capitalism vs. Democratic Socialism

VI. LIST OF ANALYSTS

Lillian Babiuk

Joan Bearisto

Diane Beechey

Robert Berube

Joan Bruder

Frances Duperron

Marianne Erl

Ronald Graham

Chuck Gourlay

Sandra Hanley

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Joyce Purves

Ken Remeika

Linda Romaniuk

Bruce Rowswell

Lillian Sabo

Iris Sadownik

John Schiller

Andrew Skaalid

Dianne Tchir

Terry Terlesky

Brenda Walker

Walter Werner

VII. ALBERTA SOCIAL STUDIES PROGRAM ANALYSIS FORM

(Developed by T. Aoki, D. Massey, B. Connors
W. Werner, D. Wilson, and I. Wright)

Analyzed by ____________________
Date ____________________
Phone No. ____________________

(1) This program is a Teaching Unit ☐ or Resource Unit ☐

(2) Title (as given) ____________________

Subtitle (as given) ____________________

Develop by School District ☐
Group of Teachers ☐
Teacher ☐
No references given ☐

Program is for Div. I II III IV (circle)
Grade (if identifiable) ______
School or School District ______
____

(3) The program is designed to be used in the 2/3 prescribed portion ☐
in the 1/3 "unstructured" portion ☐
unable to tell ☐

1.0 ORIENTATION TO TOPIC/PROBLEM

1.1 From the examination of the unit briefly state what you think is the intent of the unit:

____

____

Hence the unit tends to be:

Knowledge transmission oriented ☐

Inquiry oriented ☐

1.2 The major emphasis of the unit tends to be (check one)

Designative

D1 - What was. What happened. (past) ☐

D2 - What is. What is happening. (present) ☐

D3 - What will be. What will happen. (future) ☐

Appraisive

What ought to be. What ought not to be. ☐

What should be. What should not be. ☐

Prescriptive

What ought to be done. What ought not to be done. ☐

What should be done. What should not be done. ☐

SUMMARY OF 1.1 and 1.2

	D1	D2	D3	A	P
Knowledge Transmission Oriented					
Inquiry Oriented					

2.0 Concepts/Conceptualizing

2.1 In this section you have three tasks to do.

Task 1 - In column A, list the major substantive concepts that are identified in the program.

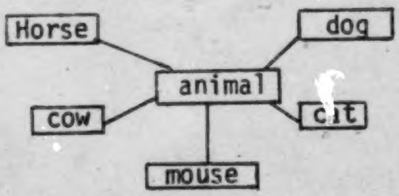
Task 2 - Are the concepts listed in column A reflected in the suggested grade outline in Responding to Change (pp. 21 - 45) or in Experiences in Decision Making (pp. 13 - 25)?

Task 3 - Are the concepts listed actually developed in the unit?

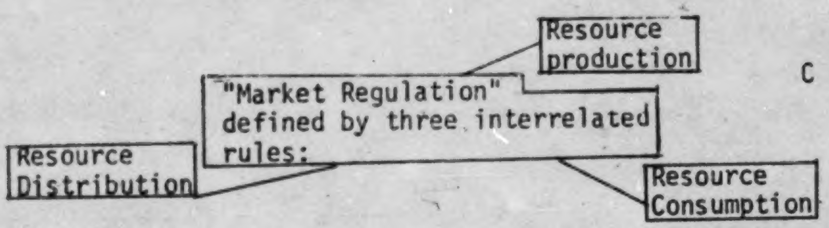
Column A	Column B		Column C	
	Yes	No	Yes	No

2.2 General Approach to Concepts

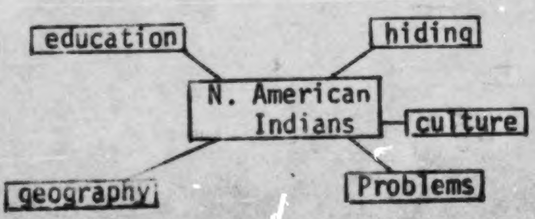
A - Concepts through examples


Horse
dog
animal
cow
cat
mouse

B - Concepts through rules


Resource production
"Market Regulation" defined by three interrelated rules:
Resource Distribution
Resource Consumption

C - Topical


education
hiding
N. American Indians
culture
geography
Problems

Using the schemes on the left as a framework for analyzing the conceptual approaches, indicate which one best represents the unit.

A ☐

B ☐

C ☐

2.3 The strategy of dealing with concepts focuses on

concept attainment ☐

concept formulation ☐

neither ☐

SUMMARY OF 2.2 and 2.3

	General Approach to Concepts	
	A	B
Concept attainment		
Concept formulation		

3.0 "Should be" Values/Valuing

3.1 In this section you have three tasks to do.

Task 1 - In column A, list the major value concepts that are identified in the program.

Task 2 - Are the value concepts listed in column A reflected in the suggested grade outline in Responding to Change (p. 6) or in Experiences in Decision Making (p. 11)?

Task 3 - Are the value concepts listed actually developed in the unit?

Column A	Column B		Column C	
	Yes	No	Yes	No

4.0 Skills

4.1 In this section you have three tasks to do.

Task 1 - In column A, list the major skills that are identified in the program.

Task 2 - Are the skills listed in column A, reflected in the suggested grade outline in Responding to Change (Chapter X, p. 74-89) or in Experiences in Decision Making (p. 24)?

Task 3 - Are the skills listed actually developed in the unit?

Column A	Column B		Column C	
	Yes	No	Yes	No

5.0 Student Involvement in Program Development

5.1 Is there evidence of student involvement in the initial development of the program? ☐ yes ☐ no

5.2 Is there provision for student involvement somewhere in the ongoing development of the program? ☐ yes ☐ no

5.3 If yes to either or both above, is this involvement

(5.3.1) in the development of goals and objectives? ☐ yes ☐ no

(5.3.2) in the development of instructional materials? ☐ yes ☐ no

(5.3.3) in the development of teaching and/or learning strategies? ☐ yes ☐ no

6.0 If I were teaching this unit I would consider it:

Useful for teaching	6	5	4	3	2	1	useless for teaching
Easy to understand	6	5	4	3	2	1	difficult to understand
Well organized	6	5	4	3	2	1	poorly organized
Ideas clearly stated	6	5	4	3	2	1	ideas vaguely stated
Appropriate for student Grade level	6	5	4	3	2	1	inappropriate for student grade level
Interesting for students	6	5	4	3	2	1	uninteresting to students

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX E

THE SITE VISITS -- INTERVIEWS AND OBSERVATIONS

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IV. Senior High School .... 298.
V. Major Findings .... 322.
VI. Interview Protocols .... 325.

The site visits -- interviews and observations -- were conducted by teams, one for each of the grade divisions.

Participants were as follows:

DIVISIONS I and II	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
B. Connors	H. Baker	T. Aoki
D. Massey	E. Olstad	L. Downey
H. Toews	D. Wilson	W. Werner
I. Wright		

APPENDIX E

THE SITE VISITS -- INTERVIEWS AND OBSERVATIONS

INTENT AND EXECUTION

PURPOSE

The site visits as planned and executed constitute the third phase of the data-gathering activities. The major purpose of these visits was to provide background that would be useful in interpreting the results of the first-phase questionnaires and the second-phase document analyses. In particular, they afforded glimpses into Social Studies classroom life, the orientation of teachers toward the new program, the reactions of students, the views of parents, etc. Every effort was made to keep the interviews informal, yet precise and accurate.

Generalizations from these visits must, however, be guarded. Although the schools and classrooms were chosen to include large and small, urban and rural, public and separate, they constitute only a small portion of the Provincial total, and are not statistically representative. The observations which follow -- under the headings of *strengths*, *concerns* and *implications* -- must therefore be thought of as illustrative or suggestive rather than as firm or typical (although in combination with other findings they may well be valid).

SCOPE

During the last ten days of April 1975, twelve researchers working in four teams (three persons each for Division I, Division II, the Junior High School and the Senior High School) visited 25 schools in and near Edmonton, Calgary, and Medicine Hat. The activities of all researchers totalled as follows:

Teachers interviewed	149
Students interviewed	532
Administrators interviewed	33
Parents interviewed	64
Classrooms visited	106
Library/resource centres visited	41
Student projects examined	92
Instructional programs examined	73
Librarians interviewed	16
Others interviewed	7

EMPHASES

Separate interview protocols were used for children, teachers, and parents (see pp. 325 to 330 of this Appendix). The protocols varied depending upon the setting of the school, the time available for the interview, and the sophistication of the interviewee. Within these constraints the following categories of reaction were explored: instructional programs, local program development, Department of Education publications, program change, program resources, program evaluation. These categories reflect the organization of the questionnaires and of the document analysis. They also constitute the format under which observations on the site visits, following, are presented.

I. DIVISION 1

Traditionally there has been a strong attempt made to integrate the primary Social Studies program with other Elementary School program areas and particularly the language arts. The previous 1964 Elementary Social Studies program, and prior to that the Enterprise program, were both strongly committed to the notion of integration. However, there is growing support for the recognition of the importance of phenomena which lie more exclusively within the Social Studies domain. If young children are to attend to problems which center around personal and social decision-making, the need to set aside a portion of the day to attend to these matters increases. If a special pattern of social science concepts is to be developed from grade to grade, and if children are to be involved in value processing, it would seem there is need to handle these matters in more than an incidental manner as part of the reading or language program.

Research which indicates that political ideas, attitudes towards other racial and religious groups, notions of authority and loyalty, and basic personality development occur primarily in the early years and remain somewhat stable thereafter, would seem to belie the notion that it is "reading and writing that counts". Researchers in the area of child development constantly remind us that children are not miniature adults. "What they don't get now they can catch up on later" may not be true for young children.

Experiences in Decision Making seems to have made this shift. Although the authors of the document would probably support the idea of integration in the primary grades, they appear to make a good case for a definable Social Studies program in the early years.

INSTRUCTIONAL PROGRAMS

The classroom observations and interviews explored the instructional programs in operation in Division I classrooms. Representative questions were as follows:

i. What does the program emphasize -- skill development, acquisition of factual data or concept development?

ii. Does the program explore controversial issues or local problems?

iii. Is the program primarily designative, appraisive, or prescriptive?

iv. How well is Canadian content being handled?

v. Should there be a single or a group of basic texts for each grade?

vi. What kinds of Social Studies program records are kept or should be kept?

As one might expect, the results of the visits showed tremendous variation across the Province. From the teacher who indicated that Social Studies was not part of her program because she had to teach the basics, to the teacher who had her class heavily involved in the examination of the proposal for a new provincial park, it was obvious that the key to the program was the teacher. Her background, interests, enthusiasm, and initiative were crucial. What also became apparent was that even the most ambitious teacher was rendered ineffective without the support of administrators, resource personnel and instructional resources.

Strengths

(1) The team could not help but be impressed by the dedication and optimistic nature of the primary school teachers, children and associated parents. The teachers, many working under trying circumstances, maintain an enthusiasm and zest for teaching that frequently made up for poor or non-existent program support.

(2) The amount of time some Division I teachers give to the development of Social Studies programs is considerable. Many are involved in producing resource kits at the local level. Often this includes writing readable material for young children -- a time-consuming task.

(3) Where practiced, the development of valuing skills was effective.

(4) Many primary grade children were actively involved in Social Studies learning experiences. A variety of techniques were used in both the traditional and new programs viewed.

(5) The use of programs such as those of Taba and Senesh were seen as having considerable merit. Although they are not consistent with the Master Plan, children are still highly interested and motivated. Teachers felt that they were able to offer a quality Social Studies program that would not have been possible had they attempted to design their own.

(6) The use of the DUSO kit in some classrooms was seen as being congruent with the aims of the Social Studies program.

(7) The development of a set of school objectives for Social Studies by the teachers was seen as desirable.

Concerns

(1) Many of the programs were designative in nature -- focusing, as have previous programs, on "what was", "what is", or "what will be". Even here the main thrust was on teacher-directed activities and not on student inquiry. This appears contrary to the intent of the new program, which would move towards the appraisive or prescriptive (i.e., "what should be" and "what should be done"?) and on student inquiry.

(2) For many teachers there has been no change from the 1964 program. They are using the same resources and materials with the same orientation that they have always used.

(3) Few primary children in the classes visited are involved in decision-making units. The exploration of personal and social problems for the most part is not being undertaken at this level.

(4) The social-action component of the program is difficult to implement. The traditional program topics make it difficult to focus instructional programs on prescriptive concerns.

(5) There is wide concern that the valuing dimension of the program is too sophisticated for young children.

(6) Many teachers felt that the program did not allow for individual learner differences.

(7) Parents, children, teachers, and in fact all groups, expressed concern over the lack of Canadian content. Somehow it was felt that the 4th grade topic (People in Alberta) and the 5th grade topic (People in Canada) were inappropriate and did not deal systematically with geography, history, and government.

(8) Many teachers seemed unclear as to what the actual objectives of their program were; only in rare cases were objectives stated in behavioral form. This created problems in teaching/learning activities and evaluation procedures.

Implications

(1) It would seem imperative that, if a new program is introduced on the basis that it is superior to the program it is replacing, some sort of compulsory in-service training of teachers occur. It would seem tantamount to malpractice for the Department of Education or local program administrators to allow young children to be taught programs that they have, by virtue of creating a new program, labelled as out-dated.

(2) If primary teachers are expected to develop their own instructional programs it is imperative that they be given in-school time to accomplish this task. Money should be made available to explore ways and means of providing this time.

(3) The Department of Education should consider making regional consultants strictly that. Their role as evaluators detracts from their usefulness in a teacher support role.

LOCAL PROGRAM DEVELOPMENT

Experiences in Decision Making emphasizes the making of decisions by those who will be most affected by them. The program casts the teacher in the role of program developer. Using the Master Plan as a basis teachers are expected to develop Social Studies units based on a diagnosis of the needs, interests and abilities of the children in their classrooms. Units which successfully meet the criteria set forth in the handbook would meld two or three of the basic concepts set forth, Rath's valuing process, a specified grade level topic, a number of skills related to Rath's model, the concerns of children, the interests of parents, and available resources, into a unit which would result in children being involved in personal or social action of some kind.

Strengths

(1) A number of teachers indicated satisfaction with the flexibility and freedom that the Master Plan allowed them.

(2) The new program has caused many teachers to be drawn into projects involved in producing resource and/or teaching units which reflect the goals of the 1971 program. This has been valuable in-service training.

(3) A number of local administrators have demonstrated considerable expertise in involving teachers in the development of programs.

(4) Satisfaction was expressed by teachers, in their capacity of program developers, over the autonomy allowed in using the local environment both as motivation for, and as an integral part of the Social Studies program.

Concerns

(1) The lack of scholarship in a great many of the units and materials produced by teachers is distressing. Much misinformation is being passed on to young children. The tendency to accent the exotic when dealing with foreign nations is still very much prevalent in primary classrooms. Dutch windmills, Japanese Kimonos, Eskimo ice houses, and berobed desert nomads abound.

(2) The role of the teacher as a program developer rather than a program adapter seems inappropriate for many primary school teachers. The time, expertise, and interest required to produce a Social Studies unit places an unrealistic burden on many teachers who are faced with the responsibility of managing seven or eight other programs.

(3) Some program developers have exhibited a lack of knowledge of the 1971 Alberta Social Studies program.

(4) Little evidence was found that joint teacher/pupil planning was being carried on in the primary school Social Studies program.

(5) The one-third unstructured time was virtually non-existent in the schools visited.

Implications

(1) The notion of there being "the Social Studies program" for the Province needs examination. If objectives were set at the Provincial level is it not possible that a number of programs both commercial and locally developed could be used to achieve the given set of objectives?

(2) Before publishing units, the scholarship of the material should be carefully examined. This might be accomplished by the Department of Education retaining, on a fee basis, authorities who would be available to review units in specific areas, e.g. geography, history, political science.

(3) The Department of Education should examine ways in which parents could be appropriately involved in Social Studies program development.

(4) If local program development is to occur, money should be made available to explore different methods of program construction.

DEPARTMENT OF EDUCATION PRESCRIBED PROGRAMS AND SERVICE PUBLICATIONS

Social Studies programs and other programs have traditionally been issued by the Department of Education. Ideally, the Department of Education implements the educational directions specified by the Provincial legislature. In the main, program changes have been embodied in the offical program of studies, which outlines what teachers are legally bound to teach, and in-service publications which expand upon, explain and often give methodological suggestions for carrying on new programs. In the case of primary school teachers, the distinction is not important. To them Experiences in Decision Making is the prescribed program. Most were unfamiliar with the official course of studies and few seemed to understand or care how the new Social Studies program came into being.

Strengths

(1) Most teachers who were familiar with Experiences in Decision Making felt it provided a good deal of freedom for teachers and local school jurisdictions to develop their own programs, although a close reading of Experiences in Decision Making reveals much less freedom than has been interpreted by most teachers.

(2) Experiences in Decision Making includes ideas which appealed to some teachers. Specific mention was made of Taba's notion of spiral concept development.

(3) A few teachers felt that Experiences in Decision Making was clear, concise, and useful.

Concerns

(1) Division I teachers almost unanimously indicated that they found Experiences in Decision Making difficult to understand. They felt there was little logic in the publication and that ideas were poorly presented and further confused by liberal amounts of jargon.

(2) Most teachers found Experiences in Decision Making of little use to them in teaching.

(3) Teachers did not seem to know what the real intent was of the "valuing emphasis" outlined in Experiences in Decision Making.

(4) The sample units in Experiences in Decision Making have become reified.

Implications

(1) Social Studies service publications should be submitted to outside groups for evaluation and possible revision *prior* to distribution throughout the Province.

(2) An attempt should be made to state ideas clearly and succinctly with a minimum of technical vocabulary in service publications. They should be designed for teachers who are familiar with, but not necessarily specialists in the area of Social Studies.

(3) Sample units should focus upon the process of unit development rather than the finished product.

(4) There is need for high quality sample units to be made available to teachers at all grade levels.

(5) Many teachers felt the need for a sequential skills development chart.

(6) The Department of Education should provide a wide range of units at each grade level and distribute them through the auspices of the School Book Branch.

PROGRAM CHANGE

The problem of effecting a change-over of Social Studies programs is one that deserves more attention than it has received. It seems obvious from the site visits that the majority of primary teachers are still teaching the 1964 Social Studies program. Misunderstanding of the aims and objectives of the new program and outright rejection of it is characteristic of many classrooms. University courses, workshops, the work of consultants seem to have had little effect except at the knowledge level. Most primary teachers are aware that there is a new program; few are committed to seeing it successfully introduced to their own classrooms.

There seems to be little incentive for primary teachers to follow the new program. There is no pressure from colleagues, the change does not offer them any advantages in terms of saved time and effort, and the emphasis on valuing has many of them sceptical of the basic worth of the program.

Strengths

(1) Many school jurisdictions have provided release time for teachers to work on the new Social Studies program. In some cases this has allowed the systematic and comprehensive involvement of all teachers in some school districts.

(2) District-prepared kits help make the change to a different program easier for some teachers.

Concerns

(1) The change-over to the new program was not systematically planned. There was not, nor does there currently exist, any way of knowing whether all teachers in the Province have been at least exposed to the ideas in the new program.

(2) One-shot workshops, institutes and programs seem to be of little help in effecting changes at the classroom level. These activities appear to make teachers aware of change, yet fall short of committing them to it.

(3) "Earthquake" program changes negate most research that has been done on change strategies.

(4) Some teachers were merely handed Experiences in Decision Making, and some did not even have it.

Implications

(1) Any program change should be effected in a planned, logical manner prior to and during this change so that teachers are not only aware of changes but are encouraged to effect change. This would involve workshops, institutes, university or other courses and follow-up activities in the school. These latter activities are of key importance.

(2) The Department of Education should not presume that earthquake change is either desirable or feasible, but should establish more communication with teachers and other interested parties to explore the desirability of change.

PROGRAM RESOURCES

Experiences in Decision Making places some unique demands upon resources. If children are to be involved in exploring personal and social value questions, there must be materials from which the value positions of individuals and groups may be extracted. Fugitive materials of many kinds such as diaries, pamphlets, newspaper articles, speeches, brochures, recordings and posters seem to be the best sources for value processing. Traditional references as such provide some material for concept development and social inquiry, but value questions, particularly for young children, require explicit value-laden material.

The retention of the traditional grade topics in the primary program provides an illusion that many resource materials are available. In actual fact, when the ideas in the Master Plan are carried on in the classroom, few of the traditional materials are of any help.

Strengths

(1) Some excellent resources such as the DUSO kits are available for young children.

(2) Many school districts are putting together, with the help of their teachers, resource kits for circulation in the district.

(3) Instructional Materials Centers are providing valuable resources for student and teacher use. Some teachers felt that resources were both available and appropriate for their students.

Concerns

(1) There are few commercial materials available that specifically meet the needs of the Alberta Social Studies program. Basing a program upon nonexistent resources, or upon those which must be produced locally, is at best a questionable practice.

(2) The resource kits produced by some school districts contain many materials which are inappropriate for children. For example, one first-grade kit contained no books that were useable by first grade children.

(3) The readability of many Social Studies material presents problems for young children. In some districts teachers were attempting to solve the problem by writing their own student materials.

(4) Some of the resource materials listed by the Department are not available.

(5) Many of the resources used in the program have not been evaluated for their appropriateness [illegible]d readability level.

Implications

(1) Future Soci[illegible]tudies programs should not be introduced until appropriate pupil materials a[illegible]de available.

(2) The Provinc[illegible]overnment should make available to local school jurisdictions model resour[illegible]s which accurately reflect the goals of the Social Studies program.

(3) A system of materials evaluation by teachers should be instituted, and records of these assessments should be published.

(4) Contracts should be negotiated with publishers to produce basic sets of source materials appropriate for primary Social Studies programs.

(5) Many teachers recommended that a text or set of texts be made available so that they could be used by the teacher if he or she desired.

PROGRAM EVALUATION

Formative evaluation of programs designed for young children would seem to be crucial. This is especially true of a program such as that outlined in Experiences in Decision Making, which involves a thrust quite different from that of its predecessor, and in fact of any program in Canada.

If formative evaluation has taken place, it has been done almost exclusively by individual classroom teachers -- with the resultant rejection of many of the program's major components on the basis of little or no classroom testing.

Strengths

(1) Some resource kits contain evaluation sheets which are used to constantly revise the contents of the kit.

(2) Some teachers were concerned with on-going evaluation of student's socialization skills.

(3) Some schools were engaged in revision of reporting procedures, attempting to inform parents in the best possible way of what students had studied and how well students had progressed.

Concerns

(1) For the most part formative evaluation of the primary grades Social Studies program is not being undertaken. Trial-and-error attempts at the program or parts of the program seem to replace any evaluation program. Unit plans and kits, once produced, become reified.

(2) Many teachers were utilizing the same resources and programs year after year without evaluating materials, teaching/learning activities, or student outcomes.

(3) Student evaluation procedures were often haphazard or so general that the majority of parents had little information concerning what students were actually doing or how well they were progressing.

(4) Many teachers expressed concern regarding the difficulty of evaluating student outcomes, especially in the affective domain.

Implications

(1) The Department of Education should study methods whereby formative and summative evaluation of programs could be carried out. These methods should include evaluation of resources used by both teachers and students, evaluation of student outcomes, evaluation of teaching/learning activities by both teachers and

students, and student and teacher evaluation.

(2) More professional development time should be spent on helping program developers use diagnostic, formative and summative evaluation tools.

(3) Program development projects should have a formative evaluation component built into them.

(4) Developmental activities should not be terminated upon completion of the kit or unit plan.

SUMMARY

Despite the non-representativeness of the sites visited, the Division I team was struck by the amount of variation in Social Studies programs. We saw both quality Enterprise and "new" Social Studies programs, and very inadequate Enterprise and "new" Social Studies. We were also made acutely aware of urban/rural differences. Large urban centres appeared to offer the teacher a great many more opportunities for professional development and the obtaining of resource materials than did the small rural areas. On the whole we also found better trained and more informed teachers in the urban areas. Yet the amount of teacher dedication and student interest in the Social Studies was apparent in all sites visited.

What came out clearly in this phase of the research was that the teacher made the difference, and that the quality of the difference was dependent upon the human and material resources available.

It was also clear that implementation activities for the new program were far from effective and that Experiences in Decision Making was not regarded as a useful document by the majority of teachers. Most teachers were confused about the valuing emphasis and therefore rejected it or interpreted it in their own way. However, concerns about the flexibility of the program were polarized. Teachers either were in favor of classroom autonomy, or wanted a far more structured and prescribed program. This fact leads the team to wonder if it might not be both desirable and feasible for the Department to have alternative programs which could lead to the attainment of common objectives.

In our estimation the intents of the new program have, in the sites visited, rarely been implemented. This could be due to a number of factors such as the lack of implementation activities, lack of teacher support or time, or lack of feasibility of the program in the first place. Many teachers assumed, rightly or wrongly, that social action, student decision-making and valuing were inappropriate for young children.

The majority of parents were concerned that their children receive a quality Social Studies program. They were in favor of children exploring value issues, but were concerned about the lack of information they received regarding their child's progress and what their child had actually been studying. Parents too were extremely pleased that their views had been explored. One parent informed us that this was the first time she had ever been asked for her opinions.

The majority of students appeared interested in and motivated by their Social Studies activities, despite the often lack of congruency of these activities with the Master Plan.

The paradox of the old and new programs appears to lie in the attempt to meld new interests with old topics. How does a teacher explore feelings and valuing processes on such traditional topics as the role of the father in the family or a study of Holland? Few attempts have been made at the Department of Education or local levels to carry out a "rethink" on primary grade programs in a holistic, sequential way. This is especially borne out in situations in which a teacher is suddenly called upon to teach Social Studies and has little or nothing on which to base the program, having received little or no exposure to the new program.

Table 1.

SITE VISITS TALLY
DIVISION I

	21.4.75 Edmonton Public	22.4.75 Edmonton Separate	23.4.75 Whitecourt	25.4.75 Ponoka	28.4.75 Innisfail	28.4.75 Blackie	29.4.75 Calgary	30.4.75 Medicine Hat	TOTALS:
Teachers Interviewed	6	6	7	3	3	3	5	8	41
Students Interviewed	7	16	24	7	0	28	0	14	96
Administrators	1	0	0	0	1	0	1	3	6
Parents	3	4	2	2	2	1	2	0	16
Classrooms Visited	8	6	5	3	0	3	4	3	32
Library/Resources	1	1	1	1	1	0	1	1	7
Student Projects	2	10	15	7	0	3	1	0	38
Instructional Programs Examined	5	6	8	1	3	2	0	0	25
Librarians	0	0	0	0	1	0	0	1	2

II. DIVISION II

INSTRUCTIONAL PROGRAMS

Experiences in Decision Making sets forth criteria which provide a base for the development of instructional programs. The more obvious directives include the following:

i. Units should focus on an appraisive or prescriptive concern -- that is, the thrust should be on the *what should be* or *what should be done* rather than exclusively on the *what was*, *what is* or *what will be*.

ii. Units should be developed around the interdisciplinary concepts outlined in the handbook.

iii. Units should focus on controversial issues, personal problems or social problems.

iv. Units should result in children acting upon the decisions they make.

v. Units should be concerned with a value issue.

vi. Records should be kept of the units and concepts children study throughout their school career.

The Division II interviews attempted to determine to what extent the efforts and opinions of teachers, children, parents, administrators, and support personnel implemented the directions set forth in the handbook.

The visits indicate that it is nearly impossible to speak in general about Division II classrooms. The instructional programs were as diverse as the teachers involved in their planning. Excellent examples of both the 1964 Social Studies/Enterprise and the new Social Studies were in operation. Poor examples of both programs were also to be found. At least two teachers tried to convince the interviewers that a return to rote learning was essential for successful Social Studies; however, many of their colleagues expressed satisfaction with a process approach to the Social Studies. It is within this context of conflicting views that the following statements are made:

Strengths

(1) The enthusiasm and interest of students in the program, whether it was the old or the new, was admirable. One parent commented: "The gap between the student and the teacher has noticeably narrowed". She obviously considered this very desirable and attributed it to the humanism of the Social Studies program.

(2) Where instructional programs more closely matched the Master Plan, it seemed that trained teacher librarians played a significant role.

(3) Many Division II teachers are making good efforts in the area of Canadian content. Parents felt the 4th and 5th grade programs made a good contribution in this area.

(4) Some school districts are making an effort to provide continuity and sequence in children's Social Studies experiences. Various forms of records have been devised for this purpose.

Concerns

(1) Many Division II classrooms are engaged in Social Studies programs which are difficult to justify in terms of the Master Plan. One 5th grade class spent the year studying the legislature. Both the children and the teacher were excited about it, but the project hardly fits the criteria established in Experiences in Decision Making. Another 6th grade class was involved in a university-like survey of European and Canadian history. Again, possibly a worthy endeavor but hardly consistent with the 1971 program of studies.

(2) The policy of some boards in relegating the operation of the library to library aides is unsatisfactory. These people certainly fill a need but they in no way replace a professional librarian.

(3) Where a school district has created units or resource kits, these become the Social Studies program for teachers in these jurisdictions. Often the intents of the provincial program become almost unrecognizable. The program in many cases becomes topic-oriented and focuses almost entirely on designative concerns.

(4) The decision-making thrust of the program is being circumvented. Pupil/teacher planning seems confined to the student selecting from two or three predefined topics or activities. Teachers are still making almost all instructional program decisions.

Implications

(1) Teacher-librarians should be included in any Social Studies in-service programs. Their influence on programs seems basic to the success of any program.

(2) The services of a trained teacher-librarian should be considered essential to the successful operation of an Elementary Social Studies program.

(3) The 6th grade program should be examined. The study of ancient civilizations breaks the expanding horizons pattern. Consideration should be given to including North America and South America.

(4) Consideration should be given to include more specific Canadian content at each grade level.

(5) Methods of monitoring pupil progress in Social Studies grades K-6 should be explored. This would help alleviate gaps and overlaps in program development, and curtail problems involved in pupil mobility.

(6) The teacher-pupil planning aspect of the Elementary Social Studies program needs bolstering.

LOCAL PROGRAM DEVELOPMENT

The 1971 Social Studies program casts the teacher in the role of program developer. The assumptions are: (1) that unless the teacher does the planning he/she will have little commitment to the program, (2) that teachers have the required social science background to identify generalizations and concepts to plan units, (3) that teachers have access to resources appropriate for the topics in the program guide, (4) that teachers thoroughly understand the role of the valuing process in the Social Studies, (5) that teachers can coordinate and plan for the spiral development of pre-selected organizing concepts across a child's Elementary school experience, (6) that teachers are interested in planning Social Studies units, (7) that the unit approach to Social Studies program is a satisfactory technique, (8) that teachers have the time to plan and develop Social Studies units.

Many of these assumptions seem more appropriate for Social Studies specialists and may be very inappropriate for the generalist role played by most Elementary teachers.

Strengths

(1) Many teachers were involved at least to some extent in program development. However, there was great variation in both commitment and expertise.

(2) Some teachers accepted the reality of Elementary classroom life and were using commercially-developed programs (e.g. Taba) to provide what they considered a quality Social Studies program. They felt this was better than using an inferior program of their own design.

(3) Some systems had given serious consideration to defining Social Studies objectives for their program.

(4) Some systems provide good support in terms of resources, release time from classroom duties, financial assistance, support staff, and encouragement to classroom teachers engaged in local program development.

Concerns

(1) A number of secondary-trained teachers hired for positions in the Elementary School were aborting the program in that they failed to recognize the unique characteristics of elementary children and tended to treat them as miniature adults. The focus of their program was often contrary to that of the Master Plan and consisted of "giving kids the facts". From demanding the drawing of free-hand maps of Canada to a survey course on European history -- these teachers exhibited little sympathy for, or understanding of the Alberta Social Studies program as outlined in Experiences in Decision Making.

(2) The regional consultant's role as both consultant and evaluator is causing difficulties. Rural teachers especially need the support and assistance of a consultant. One school indicated they had never seen a regional Social Studies consultant.

(3) The amount of duplication of effort across the Province in the name of local program development is alarming. It seems wasteful of resources to develop a resource kit on Eskimos in twenty different jurisdictions without any coordination of effort, little attention to quality, or the effecting of economies that might be possible through volume buying.

Implications

(1) Teachers trained as Secondary School teachers and hired for Elementary School positions should be required to undertake training.

(2) For teachers who do not wish to develop their own programs a basic Social Studies program for each grade level should be made available.

(3) The Department of Education should undertake to produce a series of model resource kits which could be replicated by local jurisdictions operating within limited resources.

(4) A Provincial Social Studies program development center should be considered. The major tasks of such a center would be to (1) design models for local program development, (2) serve as a demonstration center for teachers, (3) train consultants in in-service techniques, (4) produce model materials for classroom use.

(5) The Department of Education should carefully examine and upgrade the support personnel for rural Alberta teachers. The disparity between many rural jurisdictions and the large urban centers is unjustifiable.

(6) A central registry should be established where units developed by local teachers could be sent for review by scholars in the area, suggestions for materials added, and contacts established with other groups in the Province working on similar themes.

DEPARTMENT OF EDUCATION
PRESCRIBED PROGRAMS AND SERVICE PUBLICATIONS

The distinction made between the official program of studies and a service publication such as Experiences in Decision Making does not exist for teachers. For them, Experiences in Decision Making is the legal program. For example, the sample units are seen as decreed units for each grade, not as examples of unit development.

Strengths

(1) Some teachers found Experiences in Decision Making useful.

(2) Teachers see and approve of the flexibility in the program.

Concerns

(1) Many teachers see Experiences in Decision Making as jargonistic and containing a number of contradictory statements.

(2) Publications for parents and students are non-existent.

(3) Little effort has been made to let parents know about the Social Studies program and to invite their participation in its development.

Implications

(1) Efforts should be made to ensure that service publications are understandable by teachers familiar with Social Studies, but who may not have specialized training in the area.

(2) Some clarification of the purpose of a service publication should be attempted. Methodological concerns might best be handled separately from the rationale and content concerns.

(3) A publication for parents re "The Social Studies Program K-12" should be prepared and made available.

(4) A series of articles should be made available on a regular basis to local newspapers re the Alberta Social Studies program.

PROGRAM CHANGE

Research into the area of program change is inconclusive at best. How is a change from one program to another really carried out? Social Studies in the Province has its own peculiar problems. Unlike other program areas where a change in textbook seems to have effected classroom changes, Social Studies changes have most often been made at the philosophical level, with the actual selection of pupil material left to individual teachers.

Alberta Social Studies programs seem to have been tied to particular innovating individuals or groups, and this seems to have resulted in less than careful evaluation of the programs prior to implementation.

Strengths

(1) Teachers with recent university courses seemed familiar with the aims of the new program.

(2) Some school boards are making efforts to involve teachers in in-service activities such as workshops, seminars, and resource kit development.

(3) The enthusiasm and professionalism of many teachers is making the change to the new program more effective than it might otherwise have been.

Concerns

(1) There is no systematic Provincial program for assuring that *every* Social Studies teacher will be familiar with or trained to handle the new program.

(2) One-day workshops seem to be useful only in providing knowledge-level information about the program. Little seems to be done at the commitment or classroom operation level.

(3) Consultants have inadequate time to actually provide classroom consulting service. One or two days in a school is totally inadequate in terms of real assistance to teachers.

(4) Parents were generally unaware of the change in Social Studies programs. They felt somewhat apologetic about their ignorance of the program.

(5) Teachers did not feel comfortable with consultants who attempted to to fill the roles of both consultants and evaluators. The distinction between line and staff functions was not made by teachers.

Implications

(1) If new programs are really superior to the programs they replace, it would seem imperative that every Social Studies teacher in the Province should be required to teach them. A comprehensive plan for in-servicing the entire teaching force would seem to be a pre-requisite to instituting a new program.

(2) A center for Social Studies program development should be established. A primary function of the center would be to tackle the in-service implications of new programs.

(3) The role of regional consultants should be clearly defined. If they are to serve truly as consultants, their numbers should be greatly increased. This is particularly crucial in rural areas where support systems appear to be very limited.

(4) Newsletters, public advertisements, a speaking program, and even T.V. spots should be considered in an all-out effort to let parents know about the Social Studies program.

(5) Methods of involving parents in program planning should be explored.

(6) Funds should be made available for local program planning and development.

(7) The Department should consider the development of models for program planning that might be used for local program work.

(8) Data from pilot projects should be widely disseminated during the program change phase. It seems indefensible to ask teachers to change programs without some indication of what happens to students using such programs.

PROGRAM RESOURCES

Resource Materials for Elementary Social Studies (1972) provides an annotated list of materials for the new program. Unfortunately the vast majority of the materials listed, together with those found in schools, are more appropriate for the 1964 Social Studies-Enterprise program than for the 1971 program with its focus on value issues.

The values orientation of the new program requires materials that make clear, particularly in the case of intermediate grade children, the value positions of individuals and groups. The encyclopedic nature of most of the material available in classes seems inappropriate for the new program. Children need materials that are easily read and understood: materials that they can relate to their own experiences, and materials that use a wide variety of communication techniques. Materials for value processing are more often the type of items found in novels, newspapers, pamphlets, diaries, popular songs, poetry, myths and legends, and plays rather than the traditional discipline-oriented materials.

The swing towards the production of resource kits particularly in rural areas points up the crucial role played by resources. The resource facilities available to rural teachers are unjustifiably inferior to those available to teachers in urban Alberta schools. And resource kits are only a partial solution to the problem. Teachers indicated time and time again that the kits often contained few materials that children could read or understand.

Strengths

(1) The production of resource kits is providing much needed help to teachers who would otherwise have little to work with.

(2) Even where teachers have limited resources to draw upon, they are rejecting unsuitable materials.

(3) Teacher involvement in material evaluation as part of central resource center programs seems very effective and efficient in selecting and making available classroom materials.

Concerns

(1) The readability of many of the materials used in Social Studies classes is too difficult.

(2) Much of the material used is so dated that it provides mis-information and promotes stereotypes which would seem contrary to today's reality.

(3) Funds made available by the Provincial Government for the upgrading of resources should reach the schools; the technique of school boards siphoning funds for other purposes should be investigated and an active policy to prevent such occurrences should be pursued.

(4) The knowledge of resources available to teachers is somewhat dismal; a communication gap exists, especially in the rural areas of the Province.

Implications

(1) The Department of Education should consider providing libraries and Social Studies personnel with bi-monthly annotated publication lists of Social Studies materials.

(2) Local regional offices should considerably expand their resource holdings that can be examined by Social Studies teachers. In order for rural teachers to reach regional offices, the hours of operation may need to be expanded.

(3) The issue of readability and the lack of materials could be met by the Department hiring personnel to produce Social Studies materials; arrangements with publishers could also be conducted by the officials of the Department.

(4) A Center for local resources and programs could examine issues such as readability, mis-information and stereotypes, and suggest suitable resources for teachers in the field.

(5) Before the implementation of Social Studies programs the availability of suitable resources should be carefully explored.

PROGRAM EVALUATION

Program evaluation is a crucial component of any program: this is recognized in Experiences in Decision Making. Formative evaluation, if it has taken place, has been the responsibility of the classroom teacher. The traditional emphasis witnessed in many classrooms suggests that (1) the program has yet to be implemented, or (2) it has been virtually totally rejected.

Strengths

(1) A number of the resource kits contain evaluation sheets; periodically groups of teachers meet to remove unsuitable resources, or pursue more relevant material for inclusion within the kit.

(2) Some groups have revised their reporting procedures in order to better inform parents about the progress of their children.

Concerns

(1) Many teachers and schools are providing children with the same resources and programs year after year, with little evaluation of the materials used or of the children's progress.

(2) Evaluation tools for teacher use are scarce. The Canadian Test of Basic Skills is used to evaluate map reading and work study skills, but it is of limited value.

(3) The evaluation materials used during piloting of the Provincial program were not made available to teachers. These should have provided useful models for them to use in designing evaluation instruments.

Implications

(1) The Department of Education should provide methods whereby formative and summative evaluation of the program should be carried out. These methods should include resource evaluation by both teachers and students, evaluation of student outcomes, evaluation of teaching/learning activities by both teachers and students, and self-evaluation instruments for both teachers and students.

(2) Pilots of new programs should be carefully conducted, and results widely disseminated prior to program implementation.

(3) A formative evaluation component should be built into program development projects.

(4) Resource and unit kits should be continuously upgraded by means of teacher and student evaluation.

(5) In-service programs should be conducted to deal with the concepts of formative and summative evaluation.

SUMMARY

The attempt by the 1971 Social Studies program to focus on the teacher as the crucial component in program development was admirable and accurate. Our visits to various schools have confirmed for us how important a role the teacher plays in the implementation of a new program. However, it is also evident that most of the grade 4 - 6 teachers we visited were ill-equipped and lacked the necessary support and resources to effectively carry out the 1971 program.

Most Elementary teachers are not Social Studies specialists. They lack the social science and social studies background to successfully design quality programs for children. Secondary teachers employed in Elementary classrooms present special problems. They tend to bring with them a content orientation that ignores the unique characteristics of Elementary School children.

An almost overwhelming problem presented by the new program is that of preparation time. Elementary teachers cannot be expected to conduct the amount of preparation required of the new program in out-of-school hours. Compared to their Secondary School counterparts, they often must make five or six additional daily preparations in various subject areas. It seems obvious that a teacher model that is viable for the Secondary School Social Studies may be inappropriate for the Elementary School Social Studies.

Materials that are suitable for 9 to 12-year-olds and that are consistent with the demands of the new program are, for the most part, unavailable. Readability of materials continues to be a major problem.

Retaining the traditional program topics and sequence while changing the program orientation has caused difficulties. The materials just do not focus on personal and social problems. They tend instead to focus on topical and designative concerns.

Teacher-librarians make a crucial contribution to the Social Studies program. Every effort should be made to involve them at the early stages of program development. The policy of the Department should have as a primary goal the provision of a qualified teacher-librarian in every Elementary School in the Province.

Experiences in Decision Making leaves a lot to be desired in the eyes of most teachers. The role of service publications must be carefully scrutinized so that it is understandable to the non-specialist teacher.

On the basis of the site visits, it would seem that serious consideration should be given to the desirability and feasibility of providing, for Elementary School children, alternative Social Studies programs which realize common objectives.

Table 2.

SITE VISITS TALLY
DIVISION II

	21.4.75 Edmonton Public	22.4.75 Edmonton Separate	23.4.75 Whitecourt	25.4.75 Ponoka	28.4.75 Innisfail	28.4.75 Blackie	29.4.75 Calgary	30.4.75 Medicine Hat	TOTALS:
Teachers	5	7	4	3	4	2	5	4	34
Students	22	31	6	25	0	8	0	22	114
Administrators	1	2	2	1	1	1	2	1	11
Parents	3	2	6	3	2	0	3	0	19
Classrooms Visited	7	5	6	3	0	4	5	2	32
Library/Resources	1	1	1	1	1	1	1	1	8
Student Projects	0	1	2	2	0	0	1	0	6
Instructional Programs Examined	0	1	9	3	3	0	1	0	17
Librarians	0	1	1	1	1	0	0	1	5

III. JUNIOR HIGH SCHOOL

To accord with the Department's stated rationale, Social Studies in the Junior High School (as in the Senior High School and indeed in the Elementary School) ought properly to reflect the basic assumption that "schools must help students in their quest for a clear, consistent and defensible system of values". There should, furthermore, be a steady emphasis on "free and open inquiry into the definition and application of individual and social values". We report, initially, that this assumption and this emphasis were not predominantly in evidence in the schools visited.

INSTRUCTIONAL PROGRAMS

Teacher-prepared units, which are widely disseminated among teachers and schools, appear to form the basic framework for classroom instruction. These units are handled in a variety of ways: some are modified to suit individual teacher interests, while others are presented without modification. Generally little use is made of the one-third time option.

Most teachers suggest their preference for units organized around concepts related to a particular grade level. The attempt at "concepts", however, seems commonly to give way to an emphasis on *what was* or *what is* kinds of information. Some units tend to be a collection of factual worksheets that simply "cover" a substantive area or country, rather than possessing a unifying idea. The notion of coverage is clearly evident in class examinations and handouts. For example, handouts from a geography unit indicate extensive map work -- countries, capital cities, rivers, products, etc. -- with little attempt to apply or relate such geographical facts to an idea or to an issue. Units focusing on value issues appear to be a minimal part of instructional programs.

While teachers, students and parents generally profess support for valuing as an important or even crucial aspect of the Social Studies program, its actual involvement varies greatly from classroom to classroom, from school to school. There can be no doubt that, in practice as well as in theory, the new program exhibits substantially greater concern for valuing than heretofore. But we saw many situations in which important value questions were entirely disregarded in favour of information gathering, rote learning and memorization.

At the low end of the continuum there was frequently little apparent recognition by teachers of the degree to which this essential aspect of the new program was being missed. It's lack (where such recognition existed) was explained in a variety of ways. Some teachers considered that the clarification of concepts was itself an adequate substitute. From time to time it was suggested that discussion of value questions was contrary to the wishes of the community. One teacher deliberately downgraded valuing "because the society is becoming too permissive". In one school the lack of valuing in Social Studies classes was explained in terms of valuing emphases in religion classes (surely not the context intended for the new program).

Many students, however, argued sharply for a "more practical" program -- which to them meant not only more relevant in terms of topics and information, but more present and future-oriented, and more referable to value judgments and alternatives. At the upper end of the continuum we indeed saw some excellent work -- humane, hard-headed, forward-looking -- obviously highly satisfying to both students and teachers. But most programs ranged downward from the middle of the continuum. Among the more sophisticated students were those who said, bluntly, "forget it!" -- meaning, "Don't be naive. It won't happen here".

While we were disappointed in the balance and emphasis and the general quality of activities in valuing, we saw enough impressive work to confirm a view that valuing indeed provides the impetus which can give spark and viability to the entire program.

Strengths

(1) Most teachers are genuinely attempting to follow the content topic areas designated in the Master Plan.

(2) Some teachers show genuine concern for and competence in the development of learning skills along with content (e.g. reading and research skills in Calgary, map reading and research skills in Ponoka).

(3) Teachers generally have exhibited a good deal of energy and ingenuity in organizing instructional programs and materials (including, in some cases, Canadian studies).

(4) There has been a considerable attempt to develop and organize teaching units around "concepts" (e.g. culture).

Concerns

(1) Although teaching units undoubtedly provide valuable organizational assistance to teachers, they also appear as a controlling device which tends to limit the generation of fresh ideas in the program.

(2) The characteristic interpretation of "conceptual" development is naive or inadequate -- often losing itself at the information level rather than moving from or leading to an idealistic one.

(3) Units characteristically do not focus on or lead to considerations of value issues. Some teachers simply miss them, some obviously avoid them, and some tend to make personal decisions on behalf of students.

(4) Student comments and notebooks indicate an over-emphasis on routine classroom activities (worksheets, reports, etc.), with only minimal evidence of class discussion -- surely a primary activity in a value or issues approach.

(5) The one-third time option is not broadly used. Teachers do not generally capitalize on it to satisfy a pervasive student interest in Canadian studies.

Implications

(1) Renewed attention to teacher selection is very much indicated. While the difficulties of selection on other than academic bases are recognized, it seems clear that a program dedicated to open inquiry and the free exploration of value issues cannot succeed without a cadre of emotionally mature, open-minded teachers -- capable of developing not only in the minds of students, but in the climate of the community a receptiveness to the exploration of pluralistic ideas.

(2) Further study of teacher education for Social Studies teachers is similarly indicated. It would be unfair to assign inadequacies in the implementation of the new program exclusively or even primarily to teacher education. But its spirit is not getting through, nor are the necessary competencies being achieved by many teachers: it is important, therefore, to inquire to what extent these inadequacies are relative to teacher-education programs. Many young teachers speak disparagingly of these programs.

(3) Opportunities and needs in in-service education, both for beginning and experienced teachers, ought similarly to be studied.

(4) Arrangements for the greater availability of consultants for both beginning and experienced teachers should be negotiated. A four o'clock deadline for consultants deprives most teachers of an opportunity to make use of their services.

(5) B options should be more referable to student interests and local needs (value or issue oriented) rather than to teachers' academic interests (e.g. history options).

LOCAL PROGRAM DEVELOPMENT

A characteristic response by parents to questions as to whether they are involved in program planning is "not really". A characteristic response by students is "not very much". The *teachers*, say most of our interviewees, *do the planning.*

We have described (above) the main ways in which teachers make use of units -- adoption, adaptation, or development, for planning purposes. We have also noted a meagre use of the one-third time provision for the planning and study of problems of current interest to teachers and students, and of B options. Apart from student choice of topics within designated lists, little student participation has been observed either in selecting issues or in planning strategies.

Parents sometimes tend to explain or excuse their lack of direct involvement in program planning by suggesting that they make their influence felt in other, more general ways -- i.e., through home and school contacts, through community influences, or even through indications of approval or non-approval via general political processes and the ballot box. Students, however, are more generally inclined to regret, if not actually to protest their lack of involvement in program planning. They express their dissatisfaction not only with respect to the one-third time "option" but to the basic two-thirds as well.

Strengths

(1) In many cases, school and/or regional teacher groups are engaged in effective planning enterprises.

(2) In a number of instances, school or regional teacher groups solicit parent/student reactions in curriculum planning.

(3) In a few cases, teacher-parent-student school and/or curriculum committees are operating effectively.

Concerns

(1) In most instances, parents and community groups are not involved in program planning, nor do they expect to be.

(2) Students, except in a token way, are generally excluded from the planning process. They have little opportunity to select issues for individual or group study.

Implications

(1) Schools should attempt to create broader opportunities for public involvement in program planning. This would not mean that all parents and public

bodies would participate, but that lines of communication be opened up for those who have the necessary time, interest, breadth of vision and ideas.

(2) Teachers and schools should provide for *direct* involvement by students in both general and day-to-day planning. As to the one-third time provision specifically, the Master Plan provides time for the pursuit of topics of current interest to students and teachers. It was the intent of the designers of the program that plans be formulated and action taken for the efficient use of this time. The intent should be more faithfully followed.

(3) Teachers require more time to coordinate and carry forward planning operations -- both in cooperation with public groups, with students, and among themselves professionally.

DEPARTMENT OF EDUCATION PUBLICATIONS

General teacher awareness of the curriculum guide is apparent. However, teachers suggest that the Master Plan documents (Responding to Change and Program of Studies) are not used extensively during instructional planning. Beginning teachers tend to use experienced teachers rather than the documents as resources for guidance in teaching the new program. When questioned on details of the Master Plan, most teachers indicate little knowledge of what actually exists in the documents.

Strengths

(1) Some teachers are well satisfied and comfortable with the guidance provided by the Master Plan documents.

(2) The flexibility and freedom permitted by these documents is highly appropriate to the competence level of superior teachers.

Concerns

(1) The Master Plan documents are not used extensively.

(2) For whatever reasons, many teachers are not getting access to Departmental publications and documents.

Implications

(1) The Department needs to reassess the effectiveness of its Master Plan documents. If they are fully to assist instructional planning, steps should be taken to make them more meaningful for all teachers. The guide might, for instance, outline procedures for skills development, include sample units and illustrate various valuing strategies. It would seem especially important to clarify the relationship between concept development and the valuing process as outlined in the rationale presented in Responding to Change, and in the grade sequence outlines. Some of the concepts as now stated seem unrelated to the suggested value issues.

(2) The distribution of and access to Master Plan and other relevent documents should be investigated and improved.

PROGRAM CHANGE

The changes envisaged for the new program, as distinct from the old, are much more fundamental than the mere reorganization of materials, or the adoption of new teaching strategies. They involve a change of intent, of philosophy -- one which shifts the emphasis primarily from information to personal kinds of inquiry and valuing. It is therefore not surprising that the change has been attended by a good deal of difficulty, even of resistance on the part of individuals and groups.

Parents generally are ambivalent about the new program. Teachers generally approve it in theory (insofar as the theory is understood), but are less than diligent in putting it into practice. Students (again insofar as they understand the theory) approve the intent, but are skeptical about achieving it in the usual school climate.

Strengths

(1) Many teachers have put forth tremendous effort, often at great sacrifice of personal time and energy, to make the new program work.

(2) In a number of classrooms students are getting a look at a broad range of ideas and values not possible under the old program.

Concerns

(1) Many teachers seem not to have grasped the spirit of the new program. Some who have grasped it do not approve it -- with the result that its implementation is rejected outright or goes by default.

(2) Some teachers appear to lack both the sensitivities and the skills required for the new program. Not infrequently they suggest that they have been inadequately briefed or prepared, claiming inadequacies in documentary materials or in teacher-education programs, respectively.

Implications

See items 1 - 4 (inclusive) under Instructional Programs - Implications; and item 1 under Department of Education Publications - Implications.

PROGRAM RESOURCES

Access to a broad spectrum of resource materials is clearly crucial to the success of the new program. This is generally understood. Indeed, most teachers and librarians have made special efforts to acquire for their programs materials beyond textbooks -- pamphlets, periodicals, reports, television programs, audio-visual and audio tapes, filmstrips, pictorial and graphic materials.

Strengths

(1) The resources situation broadly (perhaps partly because of special allocation for the Social Studies) ranges from adequate to good -- both as to primary materials housed in classrooms, and broader reference materials in libraries.

(2) Most teachers have attempted to be selective in their choice of resource materials -- relating them to specific program topics as well as to the program generally.

(3) The instructional media center begins to emerge as an economic and

effective means of providing special materials.

Concerns

(1) Some teachers have, however, been unduly selective in terms of their' own (personal) interests.

(2) A number of schools are still inadequately supplied.

(3) Despite the general range and adequacy of materials, there are serious problems of distribution and access. These result in part from failure to think through the proper placement of materials (as between library and classroom), and in part because of inadequate housing (which hinders availability, promotion and display).

(4) There is a lag in the provision of suitable Canadian materials.

Implications

(1) Resources in underprivileged schools and classrooms must be brought up to standard. All must be supplied with a sufficient stock of those varied resources that make the broad approach to the Alberta Social Studies program feasible.

(2) Physical facilities, notably library space and equipment, require upgrading in many schools.

(3) Schools need to re-examine the relationship between libraries, resource centers, and classroom materials so as to better coordinate the purchase of materials and to improve access to them. In many instances more effective consultation is required between librarians and teachers. (Many library holdings appear not to be much used by students.)

(4) Teachers require more information as to the range and availability and quality of Canadian materials.

(5) Instructional media centers (especially in rural areas) warrant further exploration, study and development.

PROGRAM EVALUATION

There is great variation here. Evaluation in some schools is rigorous. Evaluation in others, if it takes place at all, is based simply on the opinion of teachers and others.

Strengths

(1) Most teachers do attempt *some* kind of evaluation.

Concerns

(1) Most evaluation activities appear minimal in design and only informal in nature -- not truly a part of program development.

(2) Follow-up activities and modification do not appear to be guided by built-in formative evaluation procedures, but rather by individual teacher experiences.

(3) Although schools and county districts appear to sponsor numerous development opportunities, they tend to be directed toward new developments rather than to the improvement of already existing programs.

Implications

(1) There is need to build into the program formative evaluation activities (beyond teacher opinions), and to make available teacher time and resources for this task.

(2) The Department and school districts should be more concerned with the role of evaluation in program development (as distinct from new programs).

Table 3.

SITE VISITS TALLY
JUNIOR HIGH SCHOOL

	21.4.75 Edmonton Public	22.4.75 Edmonton Sep.	23.4.75 Mayerthorpe	25.4.75 Ponoka	28.4.75 Innisfail	28.4.75 High River	29.4.75 Calgary	TOTALS:
Teachers	8	2	1	4	3	2	8	28
Students	28	28	30	26	14	6	58	190
Administrators	2	1	0	1	0	1	1	6
Parents	5	1	0	3	5	6	1	21
Classrooms	4	8	2	2	3	1	7	27
Library/Resources	1	1	1	1	3	1	2	10
Student Projects	3	5	5	5	4	0	6	28
Instructional Programs Examined	0	0	2	0	0	0	3	5
Others		1	0		1	0		2
Instructional Media Center			1			0		1

IV. SENIOR HIGH SCHOOL

The expectation of the Department of Education for Social Studies instruction is expressed in the Program of Studies for Senior High Schools, as follows:

> By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live. (p. 131)

The Department's prescription is that Social Studies at all levels should be concerned with three modes of inquiry based on the basic problems of *what is*, *what ought to be* and *what ought to be done*. This provided us with a basis for interpreting aspects of the instructional programs in the Senior High Schools included in the site visits.

In interpreting and assessing the instructional programs in the Senior High Schools, we utilized the concepts of *verification* and *validation*. By verification we mean the interpretation of the variance between the instructional programs and the Master Plan (Responding to Change/Senior High School Program of Studies); by validation we mean the interpretation of the variance between the instructional programs found and external criteria. This approach enabled us to identify strengths and concerns of the instructional programs and to draw implications.

INSTRUCTIONAL PROGRAMS

Departmental official and service documents (Program of Studies for Senior High Schools and Responding to Change) set out general indications of processes and content in the Social Studies, but leave the detailed programming for instruction to each teacher and class, with the prescription that such instructional programs be "consistent with the objectives" outlines in the major documents.

In this section of the report, the following aspects of instructional programs are considered:

Program Emphases
Unstructured Portion (one-third time)
Teacher Commitments and Attitude
Impressions of Parents and Students

PROGRAM EMPHASES

Strengths

(1) Flexibility in terms of content selection and teaching/learning strategies is perceived by teachers to be the program's major strength. The program can be adapted to accommodate local concerns and interests. Topics specified in Program of Studies/Responding to Change are not perceived by parents, students, and teachers interviewed as being restrictive. We found, however, that teachers do interpret the program in a variety of ways.

(2) Many teachers, parents and students interviewed were supportive of the emphasis of the new Social Studies on the skills of problem solving, critical thinking, and valuing.

(3) The contemporary orientation of the Social Studies is a source of considerable interest and enthusiasm among students. Social Studies appear to be taking on a new meaningfulness and increasing popularity among those students who were exposed to this orientation in most of the "value issues" in Social Studies 10, in the unit on "Population and Production" in Social Studies 20, and in the unit on "Political and Economic Systems" in Social Studies 30.

(4) Students' interests and concerns as well as teachers' interests and predispositions can be incorporated into programs. We did find that the involvement of student interests as an integral aspect of program development was acceptable to, and was being implemented by some teachers.

Concerns

(1) In general, we have found emphasis on the *designative* aspects of the program (i.e., information giving through traditional forms of lecturing, question-and-answer, assignments, etc.) is still in vogue. The *appraisive* aspects of the program are only slightly in evidence: valuing processes seem to be misunderstood or rejected by many. The prescriptive aspects are virtually ignored: social action is discouraged more than promoted.

(2) There tends to be a unidisciplinary (primarily historical) rather than an interdisciplinary emphasis in many situations. A large number of the teachers interviewed are teaching history rather than Social Studies. This orientation towards history is especially evident in the Social Studies 20 unit, "Tradition and Change" and in the Social Studies 30 unit "Conflict and Cooperation". Grade 10 value issues are also approached by many teachers historically. Teachers justify this emphasis by stating that the value issue approach lacks rigor and background content needed by students.

(3) There is a prominent feeling among teachers and parents that students do not know where places are located: consequently, geography is perceived as an important aspect of the program, especially at the Social Studies 10 level. However, geography, as taught, is largely a recital of place names and physical features. Rarely is economic or cultural geography utilized.

(4) A "report syndrome" has resulted from the Master Plan's encouragement of student involvement. Almost all research for reports is interpreted as search of information on topics, and is conducted in the library. Seldom is the community used as a source of data.

Implications

(1) It appears that teachers find difficulty in implementing the appraisive and prescriptive aspects of the program: consequently, a designative stance is taken by most teachers. The Department should consider new ways to foster teacher commitment to valuing and to social action inquiry.

(2) Where designative research is conducted, it often takes on the characteristic of library search on topics. There appears to be a need for fostering meaningful designative inquiry.

UNSTRUCTURED PORTION (one-third time)

Strengths

(1) Teachers seem to be aware of the one-third unstructured time provision and, in few instances, have used it to permit teacher-student initiated projects.

Concerns

(1) The provision is, however, variously interpreted by teachers -- some see it as a time for teacher-initiated discussions of current events, others see it as a time for treatment of a teacher's "pet interests", others see it as a time for student reporting on an issue to be selected from teacher-prescribed alternatives, and still others neglect it by expanding upon the topics structured in Responding to Change (Chapter 4).

(2) Students have very little opportunity here. When interviewed about the "unstructured" portion of the program, students were baffled by a question concerning the extent of their own decision-making. Apparently most teachers do not accept as desirable or feasible the assumption of Responding to Change concerning teacher and student joint-planning activities.

(3) Very few teachers or schools keep records of student activities in "unstructured time", and none has established techniques for records to accompany students through the grades. However, we found that one group of teachers in a school did keep complete records of all projects and topics undertaken by each student; this was necessary because the entire Social Studies program was individualized. In all other schools visited, students complained about topic overlap among the Junior and Senior High School grades. Librarians suggested that some topics (e.g. Indians, ecology, abortion) seem "overworked" by teachers.

Implications

(1) The Department of Education, the ATA Social Studies Council, and University personnel should develop in-service and pre-service programs that focus on

the intention of the one-third unstructured time, and on ways in which successful teachers have developed a teacher-student jointly planned program.

TEACHER COMMITMENTS AND ATTITUDES

Strengths

(1) There is evidence that many teachers are committed in varying degrees to the new Social Studies. Most Social Studies 10 teachers interviewed indicated general satisfaction with the value issues that comprise the content of the program, although they had some reservations about the relevance of a few of the options.

(2) Most Social Studies 20 and 30 teachers interviewed were supportive of the topics of the two prescribed units.

Concerns

(1) Though a large proportion of teachers express commitment to the new program, it appears that they are more inclined to adopt the themes and the issues than they are to adopt the processes of valuing and inquiry. Although a large proportion of teachers approve of the flexibility in the program, many of them are overcome by its implications.

There are a number of reasons for this state of affairs. In the first place, many teachers of the Social Studies are untrained as Social Studies teachers; such teachers almost inevitably fall back on textbooks, prepared units and the student report as the bases for instruction and learning. Also, many teachers lack the expertise in and the time for program development which this program calls for: as a result, packaged materials become attractive. Finally, many teachers claim that teacher education programs do not prepare them to cope with the demands of the new programs: as a result, when confronted with the realities of the real teaching situation, they find it necessary to depart from their ideals and search for alternative, make-do, approaches.

Clearly, it is a complex mixture of attitudes, commitments, and pressures that makes Social Studies teachers respond as they do to the new program. Most of them feel they were "not allowed in on the plan" at the outset; most of them agree, nevertheless, that the basic ideas behind the new program are sound -- though in need of refinement and clarification. They accept the themes and issues; but they find that the task of development and implementation remains extremely difficult.

(2) There are great differences among teachers in the way they define the Social Studies -- as history and geography, as multi-disciplines, as social philosophy, as social science, and so on. These differences have influenced the degree of acceptance and implementation of the program.

(3) The *inquiry* and *valuing* orientations of the program are not well understood by many teachers. Major difficulties are experienced by some in attempting to translate the discussions on inquiry and valuing from Responding to Change into program planning and instructional procedures.

Implications

(1) In-service and pre-service programs need to be developed to provide teachers and student-teachers with conceptual tools that will allow them to view at a meta-level the varieties of forms of inquiry that can exist.

IMPRESSIONS OF PARENTS AND STUDENTS

Strengths

(1) Generally, students and parents perceive Social Studies as relatively important, but difficult to teach and study in comparison with other high school subjects. The greatest parent and student interest in and support for Social Studies was expressed in those schools which have successfully implemented a value and inquiry oriented program.

Concerns

(1) Because parents are not very familiar with the Social Studies programs, their impressions are quite vague and their recommendations are general rather than specific. Some parents, of course, deplore the demise of history and geography -- as "stuff" of trained academic thought. Others, however, applaud the emphasis upon contemporary issues and express gratification with their youngsters' concerns with present-day affairs. All parents advocate "more Canadian content".

(2) Student reactions are similarly mixed -- though for different reasons. Many students deplore the lack of student input into program development and activity planning. Many students resent the emphasis upon history and geography and indicate that they prefer an emphasis upon contemporary issues. Many students react negatively to the "report syndrome": they believe there must be other ways

of achieving student involvement and promoting individual inquiry.

Implications

(1) We had difficulty finding parents who were interested in discussing the Social Studies. Teachers also expressed concern over lack of success in achieving any parental involvement in the program; they also expressed doubts concerning the desirability and feasibility of such attempts. Careful consideration needs to be given to both rationale and approaches presently used to inform and familiarize parents with new programs, and to involve parents in aspects of program development and evaluation.

LOCAL PROGRAM DEVELOPMENT

The Master Plan (Program of Studies for Senior High Schools/Responding to Change) lists the aims and objectives of the Alberta Social Studies as "a general indication of the processes and content of learning opportunities in the Social Studies". Hence, the Master Plan holds each teacher and class responsible for detailed planning of instructional programs (Program of Studies, p. 133). Local program development is a key feature in the Master Plan for instruction. We see in this prescription at least two basic concepts. First is the notion of "decentralization of program development", i.e., personnel at the local level are held responsible for detailed instructional programming within the basic framework of the aims and objectives.

Second, since the Master Plan holds that "schools must assure the explicit responsibility of cooperating with the home, the church, and other social agencies in helping students find how to live and what to live for", it is clearly implied that the community ought to be involved in program development activities. Hence, one requirement of the new Social Studies is that program development become a task involving not only teachers, but also students and parents.

The "one-third unstructured time" prescription is, in fact, a device for insuring that the individual student will be allowed to pursue at least a part of his Social Studies program according to his own choosing.

Consequently, in interviews with parents, students, and teachers, we solicited information pertaining to activities associated with program development. Such information allows us to make statements regarding the strengths of and concerns about program development activities in the schools we visited.

Strengths

(1) In our visits we encountered a wide variation in the range of local program development activities. We found that in about half of the nine High Schools visited, there was a high level of Social Studies program development actively maintained. Considering that most of the teachers were conducting these activities in addition to their regular teaching duties, the number of teachers engaged in program development may be regarded as reasonably high.

In those schools where we found a high level of activity in program development, we found highly motivated and committed teachers. It seems that the key to productive program development activity is the presence of committed teachers, and that without this commitment program development activity would be minimal.

(2) In those schools with a high level of program development activity, we noticed a dynamic "aliveness" which seemed to change the whole Social Studies department positively. When students were asked to rank order major subjects they were taking, Social Studies ranked first or second.

Concerns

(1) Much of the developmental activity was designative: i.e., emphasis was placed on the topical and factual knowledge.

(2) One of the central demands of the new program is that program development become a joint endeavor -- involving at least teacher and student and, preferably, teachers, students and parents. The one-third unstructured time is, in fact, a device for insuring that the individual student will be allowed to

pursue at least some learnings of his own choosing. However, we have found very little evidence of parental involvement in program development and indeed little evidence of student involvement.

(3) A concern expressed by many of the teachers is the lack of "enabling" conditions that, to them, seemed essential to operationalize local program development. Most frequently cited were:

> Lack of instrumental knowledge (know-how) in constructing programs;
>
> Lack of resources -- time and funds (the former is considered more crucial by teachers);
>
> Lack of consultative assistance in program development activities.

Implications

(1) It is apparent that many teachers are interested in program development but lack expertise in such activity. If local program development is to occur in local schools, provision must be made to provide service programs to teachers. Suggested are:

> In-service programs: teachers organizations, Department of Education, Faculties of Education might launch in-service "local program development" institutes;
>
> Pre-service programs: program development skills might be included as a part of pre-service teacher education programs.

(2) It is apparent that many teachers who are willing to be involved in program development are unable to do so because of the lack of time. The time requirements of program development as a part of a regular teaching load should be explored by administrators and school boards.

MASTER PLAN AND SERVICE PUBLICATIONS

The Program of Study and parts of chapters 1 and 4 of Responding to Change are prescriptive. These handbooks outline the rationale, objectives and topics to be utilized by teachers for planning their instructional programs.

Service publications include Responding to Change (chapters 2, 3, 5-12) and Resource Materials for Social Studies. These documents interpret the prescribed program in terms of methodology, teaching aids, and reference materials.

Findings regarding the prescribed topics and the rationale and objectives specified in the handbooks are summarized in this section.

PRESCRIBED TOPICS

Broad prescriptions for topics appropriate for each grade are outlined in chapters 1 and 4 of Responding to Change.

Strengths

(1) Prescribed topics appear to be accepted and implemented by most teachers interviewed. In Social Studies 10, we found an emphasis on the following topics: regional disparity, poverty, urbanization, consumer problems, nationalism, and bilingualism.

Both teachers and students indicated consistently that at the Social Studies 20 level they focus on "Population and Production" and "Change versus Tradition". Social Studies 30 teachers were satisfied with the prescribed units, "Political and Economic Systems" and "Conflict and Cooperation". We concluded that instructional programs in the schools visited reflect a high degree of fidelity to the topics prescribed in the Master Plan documents.

(2) Most teachers were supportive of the content of the handbook in a variety of ways. Some indicated that the handbook was useful in providing a general orientation toward inquiry and valuing; others indicated usefulness of the handbook because it provided content direction; still others because it offered a moderate degree of concrete guidelines in lesson planning. Teachers, however, varied greatly in their familiarity with Responding to Change.

(3) Nearly all teachers, parents and students interviewed were very favorable to the Canadian accent in Social Studies 10. They indicated support for the several dimensions of Canadian life students are able to examine through the value issues listed in the Program of Studies.

(4) In some schools teachers have given serious attention to the question of relevance of topics for students, particularly at the grade 10 level. Some groups of teachers were concerned with the abstractness of some of the value issues in Social Studies 10, particularly the issues concerning multiculturalism,

bilingualism, regional disparity and foreign aid. These groups have attempted to make these value issues more concrete: for example, the value issue dealing with multiculturalism was transformed into a case study of an appropriate Canadian ethnic group (i.e., Hutterites) and its relationship to the dominant society. Such adaptive efforts are encouraging.

Concerns

(1) There is some evidence to suggest that the over-all program may, in some respects, be lacking in proper sequence. Students in Social Studies 10, for example, appear to lack the basic knowledge for dealing with the complex issues they encounter in the course.

(2) Although many grade 10 students spoke positively of the *Canadian content* of the Social Studies 10 program, many of them expressed serious concern about the limited emphasis on Canada in grades 6-9, in which the program is as follows:

Grade 6 - Historical Roots of Man
Grade 7 - Man, Technology and Culture in Pre-Industrial Societies
Grade 8 - Man, Technology and Culture in Afri-Asian Societies
Grade 9 - Man, Technology and Culture in Western Societies (excluding Canada)

Students were not implying rejection of the topics listed above: many of them expressed approval of knowing about regions beyond Canada. Rather, they were concerned about their lack of knowledge of Canada, and deplored the fact that they seem to know more about African and Asian countries.

(3) Social Studies 10 students and teachers interviewed were in general favorably disposed towards certain of the value issues: urbanization, and high mass consumption (interpreted as consumer education). However, they were less favorably disposed to value issues on Canadian national unity, bilingualism, non-alignment and foreign aid. Some students and teachers regarded these as adult issues relevant to some students (usually the bright ones), but non-relevant to the interests of many students. Teachers indicated that in attempting these value issues they had not been successful in generating student interest, and would hesitate to embark on the issues again.

Many indicated concern for the difficulty level of these issues. They were concerned that students lack the knowledge base required and interest in dealing with "difficult" topics such as national unity, bilingualism, non-alignment, foreign aid.

Implications

(1) The value issues approach to Canadian themes should be maintained, but those value issues dealing with bilingualism, national unity, non-alignment and foreign aid (which some regard as being "adult" issues) should be re-examined for relevance to students and for the difficulty level. In such re-examination information should be sought from both teachers and students.

RATIONALE AND OBJECTIVES

Strengths

(1) A major strength suggested by teachers was the freedom the documents provided for teacher planning. Every teacher who was conducting a successful Social Studies program was favorably disposed to the valuing and inquiry orientation of the documents. One teacher stated:

> It has contradictions and limitations, as do most programs. However, if one accepts humanistic and democratic values, and if one feels that people must be given guided experience in the complex task of making decisions, then one should support this new curriculum. It should be supported as a definite step in the right direction, particularly in comparison with the old course of studies.
> (from a written critique of Responding to Change presented by the author-teacher)

Concerns

(1) Teacher reactions to the Master Plan, Responding to Change, were mixed. Some found it most instructive and useful in its treatment of philosophy, orientation, and objectives; others found it vague, inconsistent and impractical in those same areas. No matter what teachers considered to be the strengths and weaknesses of the document, they were close to unanimous in their opinion that the document was not very "useful" as a guide to teaching and to program development. It seemed to us that the document served little more than to suggest the themes and topics appropriate to the various courses.

Implications

(1) There is a need for a fundamental re-examination of the program's basic

philosophy -- followed by a strong reaffirmation or modification.

(2) There is a similar need for a more adequate definition and description of the *inquiry* and *valuing* orientations of the program. Unless these are better understood, they will be passed off as "jargon".

IMPLEMENTATION AND SERVICE ACTIVITIES

The following intentions are clear:

That implementation activities be shared by the Department, school system, and teacher:

> The Department of Education develops lists of objectives and curriculum outlines in broad general terms. In the school system, and within a specific school, it is expected that further specification of objectives, content, and processes will be developed. At the classroom level the curriculum "comes alive", for there, under the guidance of the teacher is where "the action is". It is at the classroom level that interaction between the curriculum and the student occurs. In the final analysis, it is the decisions and expertise brought to the learning situation by the teachers that determine the nature and impact of the curriculum.
>
> (Responding to Change, p. 50)

That implementation of the general prescriptions provided by the Department (see Responding to Change, chapters 1 and 4) be the responsibility primarily of teachers:

> In planning and implementing the new program in social studies, a teacher's primary concern is an understanding of the theoretical basis of the curriculum and of teaching skills for implementing it. To achieve this understanding teachers will need to participate in activities which foster their professional competence, such as in-service meetings and workshops, study groups, visits and discussions with other teachers. The reading of current professional references and periodicals related to social studies is recommended also.
>
> (p. 50, emphasis added)

That familiarity with the program initially be achieved by means of consultants, workshops, and the handbooks.

That activities be provided by the regional offices, Department publications, A.T.A. specialist council, universities, and the central offices of school systems.

Strengths

As we examined various situations and judged them to be more or less successful in terms of Responding to Change, we concluded that a host of factors were involved:

(1) Teacher initiative and commitment were judged to be more important than Departmental consultative service in the achievement of success.

(2) When asked how familiarity with the intended program was obtained, every teacher interviewed said that workshops conducted by teachers who had successfully implemented the program within their own classrooms were of most help. Many of the teachers interviewed were, on the whole, complementary about efforts of the Provincial Social Studies Council to promote the implementation of the new program. Many teachers participated in workshops, institutes and sessions of conferences held by the ATA Provincial Social Studies Council.

(3) Group commitment and group activity seem more productive than individual commitment and activity. Those schools in which the program was implemented most effectively had a Social Studies staff who were committed to change and worked together in joint planning. These teachers perceived themselves as being in agreement with a common Social Studies philosophy and set of goals for their department. They jointly planned and evaluated programs. Continuous collection and pooling of resource materials, such as newspaper and journal clippings, was a shared responsibility. These teachers all agreed that it was possible to implement the program only because of such group commitment and activity.

(4) Successful implementation is due in part to support provided by school administration. This support is not only financial but philosophical. In the three schools which evidenced the greatest degree of implementation, all of the Social Studies teachers perceived the principal as understanding the valuing and social action orientation of the program. These teachers felt that they had administrative support for continuous program and resource development.

(5) Librarians appear to be key individuals in successful implementation if they understand the goals and rationale of the program. We found that these librarians actively support Social Studies teachers, primarily by clipping and filing material related especially to the grade 10 value issues, putting teachers in contact with current multi-media material, and working with individual students.

The library rather than the classroom is a focal point for many teachers.

Concerns

(1) Teachers are most critical both of the initial implementation program and of the follow-up service activities provided by various agencies.

(2) Some teachers remain bitter because they were encouraged to become involved in the early pilot testing -- only to be ignored in the subsequent implementation program. Others are critical because they know that some pre-testing was done -- but they are unable to learn anything about the results. Still others feel neglected because no effort was made by any agency to help them "get started" on the new program. And still others, younger teachers, are critical of the Faculties of Education for not preparing them to deal properly with the programs when they first entered the profession.

(3) The valuing and social action stance of the program has not been implemented by many teachers.

(4) Ineffectiveness of the implementation program has had significant effects. Teachers who do not fully comprehend the new program and have not "internalized" its philosophy, orientation and objectives, feel insecure. In their insecurity they demand more structure, more history content, and prescribed textbooks.

(5) Now that the programs are under way, teachers remain critical of the support services they receive. They allege that the Department's consultants are not very helpful to them in coping with the program. They judge workshops sponsored by Specialist Councils, the Universities, and the Department to be virtually useless. And they contend that some efforts to provide service (notably the development and distribution of units) are dysfunctional and in contradiction to the philosophy of the program.

(6) Due to unsuccessful implementation, some school districts and service agencies (consultants and the specialist council) are making available unit plans to teachers. This trend is perceived by some teachers as being contrary to the intents, rationale, and flexibility of the program. Also, the quality of some of these units is questioned by teachers.

Implications

(1) Even now, several years after initiation, a second phase of implementation activities seems to be warranted. The second phase should not, however, follow traditional forms. Instead, new ways should be sought to "spread" and install good situations where they are lacking.

(2) Clarification of the program's philosophical position is a primary factor in teacher acceptance of the program. In-servicing needs to focus upon program development, the meaning of valuing oriented programs, and alternative inquiry approaches.

(3) Experiments with new methods of in-servicing could be attempted by school systems. For example, teachers who have been successful in implementing their own program could be given release time in order to work with other schools to which they have been invited. Over a period of two or three weeks such a teacher could help another group of teachers to develop and implement their own program. Methods of inquiry, ideas for resources, and alternative ways of planning for and developing value issues would be shared by this joint activity.

(4) The Faculties of Education should re-examine their role to determine:
  i. why so many beginning teachers regard so much of their experiences in the Faculty of Education as irrelevant;
  ii. how they could help prepare teachers to cope better with the new programs;
  iii. how they might aid in the professional development of practicing teachers.

(5) The Department should re-examine its own service role to determine:
  i. why consultants are not viewed as helpful by teachers;
  ii. how it might assist in formative evaluation;
  iii. how it might assist teachers, particularly in rural areas, to find resource materials.

(6) In some situations, methods need to be devised to help teachers develop their own units within a framework of inquiry, valuing, and student interests.

INSTRUCTIONAL RESOURCES

The success of the Social Studies program depends upon availability and appropriateness of a variety of instructional resources. Value clarification and inquiry are related to the extent and quality of materials and data utilized by students. Responding to Change states clearly the role resources are to occupy:

> The new social studies program requires a wide range of instructional resources. No single textbook will do. Students will need a variety of appropriate print materials such as reference books, periodicals, newspapers, pamphlets and articles. Also, they will need to enrich reading and verbal learning activities through the use of audio-visual materials such as films, filmstrips, slides, pictures, diagrams, tapes, recordings, artifacts and models. (p. 50)

AVAILABILITY OF RESOURCES

Strengths

(1) In many schools visited, it was apparent that concerted efforts have been made since the establishment of the new Social Studies to develop instructional resource centers. We have found that typically in large schools (e.g. urban composite high schools) a special Social Studies Instructional Resource Center has been established, usually housed in the Social Studies teaching area complex. Both print and non-print materials are housed here. The establishment of such a center is generally a cooperative venture involving teachers, department heads, school and central office administration.

In these centers we found the following:

i. multiple sets of print materials;
ii. collections of xeroxed articles;
iii. simulation games;
iv. selected segments of kits (e.g., from Harvard Social Studies Program, Anthropological Curriculum Study Project [Chicago], Fenton's Inquiry Program, Sociological Resources for Social Studies, etc.);
v. videotapes of selected TV programs;
vi. audiotapes (cassettes)/filmstrips/slide sets
vii. others.

Concerns

(1) The smaller schools where the Social Studies teaching staff numbered only a few (one to three teachers), we found the classroom itself to be the instructional resource center. The quantity of holdings in these smaller schools was generally lower than the holdings in urban composite schools. This situation raises a concern for equality between urban and rural schools.

(2) Library holdings, particularly in the rural schools visited, are not adequate to support a multi-resource program. In such situations we found typically a reliance upon such magazines as Time, The Plain Truth, and two Alberta newspapers.

(3) Grade 10 is the course representing the greatest problem. Because all students must take this course, teachers need materials suitable for a wide readability range. Teachers find that much of the material available and relevant to Canadian issues (regional disparity, poverty, urbanization, mass-consumption, national unity, bilingualism, non-alignment, economic autonomy, and foreign aid) are not always readable by grade 10 students.

(4) Teachers and students were concerned about the lack of Canadian material available.

Implications

(1) Teachers and librarians in rural areas recommended that the Department periodically publish a listing of possible sources, especially of non-book material, which may be available for the major value issues of the program. This listing could include publication titles, addresses, or even suggestions.

(2) There is still a manifest need for methods to implement the following recommendation found in Responding to Change:

> Unfortunately, school budgets generally restrict the annual funds available for the purchase of this instructional material . . . groups of teachers in a school or in a school system should find it advantageous to coordinate their efforts in assessing, accumulating, and organizing the resource materials. Social Studies Resource Centres may be established to make more materials available for all teachers in a school or school system.
> (p. 50)

Teachers in schools where a resource center is established find it invaluable. It would appear that other teachers would benefit by being shown how to establish such centers and how to share them among schools.

APPROPRIATENESS OF RESOURCES

The new program has given impetus to the development of new and better resource materials at all levels. Most schools are endeavoring to place such materials at the disposal of students.

Strengths

(1) Obtaining quality resources is not nearly the problem it was five years ago. We found that teachers and librarians have built up over time collections of selective books and files relevant to all grade levels.

Concerns

(1) A major problem is maintaining current resource materials for grade 10. Film material available from the National Film Board is often 10 to 15 years old, and therefore not entirely appropriate for dealing with "perplexing value issues facing contemporary Canadian society" (*Responding to Change*, p. 32). Where resource materials are not varied and up-to-date, we found that teachers treat the grade 10 issues statically. Because of the time factor involved in continuously locating contemporary material, some teachers have interpreted the grade 10 course within the restricted context of history and/or geography.

(2) At all grade levels there was some student complaint about the obsolete texts.

(3) Materials representing a variety of viewpoints on political and social issues are not generally in evidence. Teachers and librarians in smaller schools lacked information about the sources of such materials.

Implications

(1) Some of the concerns indicated in this section call for major undertakings in the development of instructional resources. N.F.B. films and T.V. shows are produced primarily for the viewing public, are designed to give information, and place viewers in the stance of recipients. Pedagogical needs may well demand a different approach to film production. However, such undertakings would require a large financial and human resources commitment, and appear now to be beyond the capabilities of any local program development group. It appears that the Department should identify these resource needs, and explore the possibilities of funded resources development activity.

EXTENT OF RESOURCE USE

Teachers, librarians, and students were interviewed concerning the extent of resources used in various programs.

Strengths

(1) There is evidence of increasing use of multiple resources in Social Studies instruction. Nowhere in our visits did we encounter teacher reliance on a single text for the study of any unit.

(2) Commercial Social Studies projects are used selectively. Teachers adapt those parts of projects which are related to topics under study.

Concerns

(1) Responding to Change suggests that:

> The use of the resources of community persons, institutions, and organizations should be considered as well in planning the instructional resources. By the use of speakers, field trips, interviews, surveys and by the involvement of students in community projects, the social studies classroom can draw upon community resources for learning. (p. 50)

In all programs examined, we had to conclude that students rarely utilize any resources not housed in the classroom or the library. Non-print data sources are largely neglected even in the one-third unstructured portion of the courses.

(2) Although materials are being produced commercially, many teachers (particularly in small centers) are unaware of them. Simulations, television, audio-visual kits, and posters are not extensively used, except in the largest schools visited.

(3) In smaller schools there tends to be an emphasis upon class sets of textbooks at all grade levels. Some teachers recommend that textbooks be recommended by the Department.

PROGRAM EVALUATION

Responding to Change suggests that:

> All too often it (evaluation) is seen as if it were only measurement -- a way of determining marks, grades and credits. However, when evaluation is more broadly viewed as feedback, it resonates through every stage of the educational process and contracts the next step in all our educational decisions. (p. 55)

The objectives of this continuous evaluation "feedback" are to improve the program, the allocation of resources, and the performance of teachers and of students. The role of evaluation is thus perceived by the Department as primarily formative. We attempted to determine the extent of formative evaluation undertaken by teachers during local program development and by the Department during Provincial piloting of the program.

FORMATIVE EVALUATION IN LOCAL PROGRAM DEVELOPMENT

Strengths

(1) We saw a variety of evaluation procedures being used by teachers. For one instance, students were encouraged to share responsibility for evaluation through self-evaluation.

(2) No students and few teachers wanted Departmental examinations. Those who did wanted such exams on an optional basis. Parents, however, were generally in favour of centralized examinations.

Concerns

(1) Evaluation focuses primarily upon knowledge objectives, there is practically no evaluation of skill and affective objectives. Teachers expressed a general concern for both the desirability and feasibility of evaluating "valuing processes".

(2) Evaluation is defined by teachers as measurement of student knowledge and achievement. Testing thus becomes an instrument of social control by the teacher.

(3) A variety of evaluation methods, as suggested in Responding to Change

(p. 60-62), were not evidenced in the programs we examined. Written reports and essay tests were the primary means for attributing marks to students.

Implications

(1) Common classroom evaluation (testing) practices should be examined in terms of the underlying interests and assumptions.

FORMATIVE EVALUATION IN PROVINCIAL PILOTING

Strengths

(1) The Curriculum Branch conducted a series of pilot tests for the courses implemented. A major aim of the piloting was to assemble evaluative data for the purpose of making revisions. We found several teachers who were involved in pilot testing; this we take as evidence of the sensitivity of Curriculum Branch personnel to the need to be in touch with teachers during program development activity.

Concerns

(1) However, it appears from comments received from pilot teachers that there was no planned program of formative evaluation. This lack of planning may be the reason why some of the pilot teachers were not called upon in any serious way to supply evaluative data for program revision. Because of this failure to follow through, pilot teachers tend to have a negative attitude toward those who initially requested the pilot activities.

(2) Lack of any planned program of formative evaluation during the phases of the program has allowed the program to evolve in many diverse and unmonitored ways.

(3) There is concern among some teachers that there was insufficient time gap between program development and Province-wide implementation. It is felt by these people that not sufficient time was allowed for satisfactory revision of the programs following piloting.

Implications

(1) It would appear that, in future, a formative evaluation program should be built in with a program development activity.

FORMATIVE EVALUATION RE INSTRUCTIONAL PROGRAMS

Strengths

(1) In teacher-based program development activity, some use was made by teacher developers of feedback information from students. These evaluative activities were focussed primarily on instructional resources and on activities. (But objectives were seldom considered.) Although systematic formative evaluation was not found among teachers interviewed, many teachers were sensitive to the need.

Concerns

(1) Formative evaluation of intended outcomes, instructional displays, teaching strategies, student activities, etc., is necessarily an ongoing activity. What was seen to be seriously lacking was the conscious building-in of formative evaluation as a complementary activity to program development.

Implications

(1) A program of in-service activities in formative evaluation should be developed and implemented.

(2) A Faculty of Education pre-service program in formative evaluation should be designed and implemented.

Table 4.

SITE VISITS TALLY
SENIOR HIGH SCHOOLS

	21.4.75 Edmonton Public	22.4.75 Edmonton Separate	23.4.75 Mayerthorpe	25.4.75 Ponoka	28.4.75 Innisfail	28.4.75 Black Diamond	29.4.75 Calgary	30.4.75 Medicine Hat	
Teachers	8	8	2	7	3	2	8	8	46
Students	36	43	5	9	19	10	10	0	132
Administrators	2	1	1	1	2	1	1	0	9
Parents	0	0	0	6	0	0	2	0	8
Classrooms Visited	2	3	2	0	3	1	1	3	15
Library/Resources	2	1	1	1	0	1	1	3	10
Student Projects	11	0	2	0	2	1	4	0	20
Instructional Programs Examined	0	4	2	2	1	10	6	1	26
Librarians	2	0	1	0	0	1	0	1	5
Teacher Aids		1			0	0	0	0	1
Others		2		2	0	0	0	0	4
Instructional Media Center			1		0	0	0	0	1

V. MAJOR FINDINGS -- SITE VISITS

INSTRUCTIONAL PROGRAMS
(including local program development)

Strengths

(1) At all levels there is evidence of the interest, enthusiasm, energy and indeed the dedication of a substantial core of teachers committed to making the new program work.

(2) At some levels (notably Divisions I and IV) students are getting a quality program not heretofore possible.

Concerns

(1) Programs are often too designative -- stressing historical, geographic, or other "facts" via traditional teaching techniques rather than inviting student inquiry and valuing.

(2) Teachers are making almost all program decisions -- with virtually no student or parent involvement.

(3) Units, however generated, are often abortive -- poorly patterned, sometimes offbeat, or rigid.

Implications

(1) Attention to teacher selection and education, both in-service and preservice, is very much indicated. So also is the role and availability of consultants.

(2) If teachers are to be program planners and developers, they must be given time and opportunity for these tasks.

MASTER PLAN AND SERVICE PUBLICATIONS

Strengths

(1) Teachers generally approve the freedom and flexibility of Master Plan documents.

Concerns

(1) On balance, however, teacher reaction is unfavourable. Responding to Change, for example, is regarded by most teachers as "not very useful". Experiences in Decision Making is criticized broadly on the basis of readability, jargon, and vagueness.

Implications

(1) It is generally felt that service publications need to be reviewed and revised with a view to clarification of philosophy and intent, simpler and more succinct statement of ideas, the provision of high quality sample units, skills development procedures and valuing strategies.

PROGRAM CHANGE

Strengths

(1) This has been most effective where group commitment and involvement have been fostered through system provisions of various kinds -- released time, workshops, documentary and other resources.

Concerns

(1) Many, perhaps most, teachers have not truly grasped the spirit and intent of the new program, nor do they evince the sensitivities and skills necessary for its implementation.

Implications

(1) Change must be systematically planned, with sustained support activities ranging from pre-service education to in-service education (including workshops and institutes), together with easy access to resource materials. A second phase of

implementation is required.

PROGRAM RESOURCES

Strengths

(1) Resource materials range generally from satisfactory to very good.

(2) Instructional Media Centers now begin to make a significant contribution.

Concerns

(1) Readability and appropriateness (also currency) of resource materials leaves something to be desired.

(2) Non-print materials need to be further explored and exploited.

Implications

(1) Materials evaluation procedures need to be established.

(2) Appropriate materials need to be ready and available before the implementation of new programs.

FORMATIVE EVALUATION

Strengths

(1) Most teachers do attempt some kind of evaluation.

Concerns

(1) Many evaluations focus solely on knowledge objectives.

(2) Formative evaluations are seldom adequately planned.

Implications

(1) Formative evaluation, to be truly effective, must be built into the program itself.

VI. INTERVIEW PROTOCOLS

INTERVIEW SCHEDULE (TEACHERS)

Interviewee:

1. Instructional Programs (Teaching/Resource Units)
(T4, 8, 11, 13, 14, 15, 16, 17, 19, 20, 21)

Does your program emphasize:

history?
interdisciplinary/multi-disciplinary?
exploration of feelings/values?
challenge societal issues?
student involvement in community?
many views?
orientation to D/A/P?
Canadian content?
prescribed single text at each grade?

Concerns

Recommendations

2. Record of Topics (1/3 time) (T30)

Are records kept?
Continuity
Transmission

Concerns

Recommendations

3. Local Program Development

Have teachers (you) assumed the responsibility of translating department prescriptions?

Have local teachers been involved in translating interests of new S.S. programs?

How: during school time?

INTERVIEW SCHEDULE (TEACHERS)

Interviewee:

Has the school a common set of S.S. objectives?

Are objectives stated behaviorally?

Are programs based upon controversial issues?

Who are involved in goal setting? home, church, students?

Who are involved in development of instructional materials? home, church, students?

Who are involved in development of student learning activities? home, church, students?

Do teachers and students jointly plan 1/3 time?

Concerns

Recommendations

Master Plan (T6, 10, 34, 35, 36)

(Responding to Change/Experiences in Decision Making/ Programs of study)

- find documents easy to understand?
  - clear in idea presentation?
  - suitable organization of content?
  - flexible/broad in content?
- Overall value to you.
  - usefulness in teaching?
  - usefulness in program development?

Concerns

Recommendations

Familiarity of new program (T32, 40, 41, 42, 43, 44)

Familiarity obtained from whom?
(i.e. consultants, other teachers, workshops, etc.)

Who most helpful in you becoming familiar with:

resources and materials?

INTERVIEW SCHEDULE (TEACHERS)

Intervivee:

teaching strategies?

philosophy/goals/objectives?

(For Elementary) usefulness of sample units for local program development.

Concerns

Recommendations

6. Instructional Resources (T33, 37, 39)

- availability?
- appropriateness?
- how well used in class?

Concerns

Recommendations

7. Formative Evaluation (T29)

- during local program development?
- during provincial piloting?

Concerns

Recommendations

INTERVIEW SCHEDULE (STUDENTS)

Interviewee:

Instructional Programs

- What is the emphasis in social studies? (4, 8, 9, 10, 21) (Past, Present, Future, Canadian Content, Human Values, Feelings)
- Do schools tell you what to believe? (5, 6)
- Controversial topics are explained in Social Studies? (12, 13)
- Are students involved in community social action during class time?
- Who selects topics for social studies? (17) (Teachers, Parents, School Board, Students, Church)
- Who is involved in planning social studies goals?
  learning activities?
  (18, 19, 20) (Parents, Church, Students)
- Does social studies give students opportunities to act upon decisions made in their studies? (23, 21, 22)
- Does social studies cause students to change their actions in daily life? (24)

Comment

Recommendation

Evaluation

- Should there be Departmental Examinations?
  Gd. 9?
  Gd. 12?
  (7)
- How should progress in social studies classes be reported?
  (16)

Comment

Recommendation

INTERVIEW SCHEDULE (PARENT)

Interviewee:

Instructional Programs

- What is the emphasis in social studies programs? (the past, current happenings, Canadian content) (4, 5, 10, 12, 16, 17, 19, 13)
- Who determines what is taught in social studies? (parents, teachers, students) (8, 6, 7)
- Are controversial issues being explored in the classroom? (Population control)
- Are Social Studies students involved in the community during classtime?
- Is there a prescribed textbook? (9)
- Does your school have a statement of purposes? (22)

Comment

Recommendation

Implementation

- Are you familiar with the new program? (14)
- Where did you learn about it? (teachers, child, school program)
- Are parents informed about their students programs; if so by whom? (Dept. of Ed.?, H.S.A.?, School Board?) (28, 29)

Comment

Recommendation

INTERVIEW SCHEDULE (PARENTS)

Interviewee:

Grading

- Should Departmental exams be held? (11)
- How is progress to be reported to parent? (interviews, grades, %, written comments) (23)

Comment

Recommendation